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ABSTRACT

The promotion of foreign language instruction and learning has been the objective of three national legislative acts: National Defense Education Act, Foreign Language Assistance Act, and National Security Education Act. Following these enactments, the Department of Education and the Department of Defense have dispensed appropriations to meet the objectives of African language programs in curriculum development, teacher training, and instructional strategies. However, marginalization of language instruction exists within the academic community and as a result, not enough African language instructors participate in language professional activities. Beyond the restrictions in pedagogical research and curriculum materials faced by language instructors in general, teachers of African languages face additional limitations, lacking a framework for a national language policy, institutional financial support, and articulation. A reform initiative for African Studies Centers (ASCs) includes five components of change: a mission statement, a set of specific skills, program incentives, improved resources, and an action plan timeline to achieve a viable national African language policy. Suggestions for a national framework for language instruction, for obtaining institutional support, and for developing professionals associations are offered. Sixteen appendices address standards for a professional African language instructor; teacher certification in Arabic, Hausa, Swahili, and Yoruba; and a proposed timeline toward a national plan for African language instructors. (JP)

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PROFESSIONALIZING TEACHERS OF AFRICAN LANGUAGES: PRIORITIES FOR THE CURRENT DECADE

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PROFESSIONALIZING TEACHERS OF AFRICAN LANGUAGES: PRIORITIES FOR THE CURRENT DECADE[1]

> Foreign language teachers cannot alone succeed in lifting America's Language Curtain. They can and will facilitate the process by bringing their methods and objectives up to date; but no change will come about until those who actually determine the course of American education are convinced that a change is overdue. (William R. Parker, address given 11 August 1953, Middlebury College. First Director of NDEA, Title VI, Language Development Program)[2]

Professionalization, as a historical phenomenon, describes a process by which members of an occupation share a common body of knowledge and use agreed upon standards of practice in exercising that knowledge on behalf of a defined clientele.[3] In the case of the language profession, teachers, on an annual basis, are expected to produce language learners possessing curiosity about this language, its culture, its literatures, and its linguistic components. Administrators anticipate that these learners will make steady gains in language and culture proficiency and steady losses in ethnocentrism. This essay argues that the African language profession is in its infancy. Heretofore, African language instruction has had a minimal common body of knowledge and fluctuating standards of practice. This author advocates a specific timeline for developing an African language teaching profession and career -- one that is consistent with the U.S. Department of Education reform initiative "America 2000."

Introduction

For thirty-five years, teachers of African languages have struggled valiantly against many odds to prepare courses upon demand for over 50 different African languages. Since 1980,

African language instruction has received increased national support not only at the post-secondary level, but also at the elementary and secondary levels. This support has come in the form of funding for pedagogical research, travel for language maintenance, and development of assessment standards.

However, the present academic community does not award tenure and promotion based upon teaching, research, extension, or administration of foreign language acquisition. Consequently, the inertia of the academe legislates against reform and innovation. College deans and department chairs continue to view African language instruction as an "add-on" requirement. Ironically, these administrators often are U.S.-educated Africanists who earned their doctorates after 1958 with federal National Defense Education Act (NDEA) language funding and signed documents stating their continued promotion of language instruction. In addition, some administrators are the very persons who have represented African language teaching interests at federal and state policy meetings. Furthermore, many of these deans and chairs have published articles[4] on the travesty of African language instruction in the U.S. Nevertheless, this practice of stigmatizing instructors of African languages continues despite the government and funding agencies' prognostications of doom or withdrawal of support.

Serious career instructors of African languages have no reprieve. Faculty members of African languages who display interest in language acquisition are victimized by a system which does not grant tenure or promotion based on research, teaching, or

publications concerning language acquisition. This academic tradition results in an administration which shows them no respect, no appreciation, and no support -- the "battered language teacher syndrome."[5] Therefore, African language teachers, who by and large are hired from other disciplines, quickly become discouraged and focus their scholarly pursuits in those other disciplines from which their doctorates came (anthropology, classics, history, linguistics, literature, political science, religion, or sociology).

This marginalization of language instruction has prevented Africanists' career commitment to research and specialization in language acquisition. As a result, not enough African language instructors participate in language professional activities such as:

- creating a national language framework and guidelines
- designing pedagogical research in an African language
- presenting pedagogical research at language associations
- holding positions in language organization
- developing and publishing classroom tested materials
- applying language assessment techniques
- integrating supervision into the language program
- directing dissertations on African language pedagogy
- visiting African language country/region regularly
- generating overseas language programs

In summary, teachers of African languages are handicapped by this academic phenomenon.

This paper argues that Africanists must obtain pedagogical training, employ current methodologies for a communicative goal, and be judged and evaluated according to criteria as language teaching scholars.[6] In essence, administrators and instructors must view African language instruction as a discipline and profession and stop trivializing the instruction of African languages. This paper will summarize U.S. national language legislation, review teaching and research limitations, and recommend some attainable solutions within the 1990s.

National Legislation

The promotion of foreign language instruction and learning has been the objective of three national legislative acts: National Defense Education Act[7] (NDEA/HEA), Foreign Language Assistance Act, and National Security Education Act. Following these enactments, the Department of Education and more recently the Department of Defense have dispensed appropriations to meet the objectives of African language programs in curriculum development, teacher training, and instructional strategies.

* The Acts *

National Defense Education Act - 1958 (NDEA) [Dept. of Education]

Higher Education Act - 1965 (HEA re-enactment)

Higher Education Act - 1992 (HEA re-authorization)

African language instruction in the United States began in earnest following the passage of the National Defense Education Act

(NDEA) of 1958. The Title VI Foreign Language and Area Studies (formerly known as National Defense Foreign Language) fellowships fund graduate students studying designated African languages.[8] U.S. citizens or permanent residents receive a stipend on the condition that this language will become upon graduation an integral part of their language teaching and research commitment at the post-secondary level.

Title VI National Resource Centers (formerly Language and Area Studies) commissions major research universities[9] to "establish, strengthen, and operate comprehensive language programs" at the graduate and undergraduate levels. More specifically, this title requires that centers use funds for:

- Faculty, staff, student travel to target language countries
- Teaching and research materials
- Curriculum planning
- Visiting scholars
- In-service training of language staff.

Foreign Language Assistance Act - 1988 [Dept. of Education]

This act funds elementary and secondary level foreign language programs. Moreover, this legislation targets five less commonly taught languages[10] of which Arabic is one.

National Security Education Act - 1991 [Dept. of Defense]

This act created a trust fund to support three areas of foreign language acquisition:

- scholarships for undergraduate students to study in a critical language country

- fellowships for graduate students in a critical language
- grants for program development and improvement of critical languages.

After the signing of these acts, their administration and definitions have evolved through the interpretation of the Department of Education or Defense employees and the awardees.

* The Implementation *

Various divisions and agencies in the Department of Education and Department of Defense (National Security Agency/NSA) administer these acts. The Center for International Education (CIE) manages the Higher Education Act (HEA) Title VI center and fellowship grants. Beginning in the 1985 funding cycle, the CIE provided special inducements for oral proficiency training. A 1988 memo specifies the options for verifying oral proficiency training of faculty teaching Foreign Language and Area Studies (FLAS) students. The CIE office subsequently clarified that language instruction should be competency based. As of 1990, CIE awarded Title VI funding on this competency initiative. The CIE staff defined communicative competency to consist of the knowledge and use of grammatical, sociolinguistic, discourse, and strategic ability as applied to listening, speaking, reading, writing, and cultural skills.[11] A communicative framework requires each teaching activity to have information-sharing as a component delivered in the target language. The common technique of pattern practices or sentence translations is not target language communication.

The bulk of the NDEA/HEA's matching funding has financed graduate language fellowship or African Studies Center (ASC) administration. Only an estimated 18 percent of these funds actually have supported instruction of African languages.[12] Few of the ASCs spend Title VI funds on African language policy development. Instructors must apply for discretionary grants targeted for teacher training, development of instructional materials, applications of technologies, or regular summer immersion language programs. In 1993, over twenty-five different federal government initiatives provide funding in the following areas of foreign language development:

- Program Assistance
- Teacher Education and Professional Development
- Technical Assistance and Support Services
- Graduate Student Assistance
- Undergraduate travel (Junior year abroad)
- K-12 program design
- Research
- Materials Development
- Data Collection

Nevertheless, this discretionary funding has little cumulative effect upon the framework of African language teaching. Although these three acts legislate funds for ASCs, the African language instructors are responsible for program development, curriculum design, and instructional training.

Teaching and Research Limitations

This section examines factors contributing to the retardation in the African language profession. Although all language instructors lament restrictions in pedagogical research and curriculum materials, teachers of African languages have additional limitations. These limitations include a lack of a framework, lack of institutional support, and lack of articulation.

Lack of a Framework

The fundamental problem for Africanists is defining a framework for a national language policy. Setting learning guidelines and accepted methods of assessment are essential for students. Only Arabic[13] language instructors have published their approved guidelines for instruction focusing on listening, speaking, reading, writing, and culture skills. Although Africanists at Indiana drafted guidelines[14] that defined goals for three levels of achievement, African language instructors have not approved or implemented them.

Cooperation. Whereas Michigan State University has hosted several conferences to define the resources of African language instruction,[15] not all African language faculty instructors and language coordinators participated. Traditionally, universities do not provide incentives for language program development and inter-language articulation. Furthermore, few universities apply the consensus from meetings regarding the improvement of language instruction. Customarily, instructors from non-Title VI

universities, K-16 institutions, or private organizations are not included in these discussions.

The lack of collective, field-wide collaboration isolates ASCs and weakens the African language profession. Several new organizations have received funding to develop curricula and conduct research in instruction. In 1990, CIE created three Language Resource Centers[16] to promote less commonly taught languages. Now CIE and NSA are promoting minority schools to develop African materials. In 1992, the government language programs created an umbrella research organization, the Center for the Advancement of Language Learning. Each of these new institutions must be included in the planning language policy.

Language offerings. In order to attract graduate students, ASCs frequently compete for limited short-term funding to teach non-priority languages. For this reason, several ASCs list over fifteen languages offered at their institution when only two or three faculty members actually teach a given African language sequence annually.

In the past, the ASCs have focused their efforts on a few motivated graduate students. With the recent elementary and secondary school legislation (FLAA), African language instructors must consider not only the research needs of their graduate students and colleagues, but also the language interests of other students and teachers. Undergraduates now seek African language courses to complete their two year language requirement. Materials

at the intermediate and advanced levels are necessary to accommodate these students.

Finally, students at the secondary and undergraduate levels are seeking overseas and immersion programs. Consequently, one faculty instructor no longer can teach all three levels, develop materials, and administer these programs.

Lack of Institutional Support

Like other educational activities today, financial support is a major limitation for African language teachers. Money itself is often available -- however, not at the right time or in the right combinations. This problem reverberates throughout the system in its effect on proposal writing, research, teacher credentials, student assessment, language maintenance, and supervision.

Proposal writing. Although supplementary, short-term grants are available, no long-term financing supports any African language program. The annual writing of each proposal requires additional time away from research and teaching. Language programs depend on the motivation and the writing ability of the instructor. When proposal awards are not part of the tenure and promotions evaluation, few junior instructors can afford time for generating projects.

Research. Not only is research minuscule,[17] but it is restricted to quantitative data. Of these studies, few results are generalizable to African language classes, and those which may apply are marred by inadequate problem development, lack of control of variables, invalid measures, and inappropriate statistical

techniques.[18] Few Africanists have published any language acquisition results utilizing qualitative data based upon symbolic or critical theories,[19] meta-analysis, or action research. Major language journals are devoid of ethnographic studies of African languages instruction. This "intellectual myopia" is responsible for the fact that to date, few Africanists have researched the following topics:

- learning styles (metacognition, cognition)
- student anxiety
- teaching styles and impact upon students
- communication strategies
- social strategies
- sequencing of linguistics features
- "target" speaker irritations with errors
- evaluation and assessment
- maintenance of language skills
- faculty - TA supervision
- technology as instruction (computers, video, satellites)
- textbook development
- target cultural interpretation by Americans and Africans

African language instructors have not repeated or validated any of the child language acquisition studies at the tertiary level. In sum, research on African language instruction initially must focus on three categories: current status reports, collaboration among less commonly taught language along with commonly taught language instructors, and proposed reforms.

Teacher credentials. Standards for teaching African languages vary. A recent survey of African language faculty indicates that teacher certification is not a condition for employment. Advertisements for language instructors rarely require any language pedagogical training. Most tenured faculty are teaching outside of their dissertation discipline. In addition, administrators rarely require pedagogical training for temporary instructors. In fact, few ASCs recommend a workshop for TAs or informants in the methodology of teaching a foreign language. Based on surveys of TAs, the majority indicate that they would participate in a course prior to an appointment which is a requirement for TAs of the commonly taught language.[20] Furthermore, data gathered from several language organizations indicate that no ASCs offer a doctoral language program for research in curriculum development, instruction design, or evaluation. Consequently, few students and faculty of African languages are prepared to contribute to the African language acquisition field.[21]

Student assessment and employment. Because few African language instructors have completed certification in the American Council on Teachers of Foreign Languages (ACTFL) oral proficiency interview[22] or the Center for Applied Linguistics (CAL) simulated oral proficiency interview[23] technique, ASCs cannot assess their instructors or students on actual language proficiency as CIE prescribes.[24]

On average, the assessment level of most African languages required for research or employment cannot be met by the current

ASC language program course design. Graduates seeking employment in government agencies and business customarily must attain a "superior" or "level 3" or "very good" by the ACTFL/FSI/ILR/ETS/MLA[25] respective measurement in listening, speaking, and reading (cultural sensitivity).[26] At the same time, most states require an ACTFL/FSI/MLA assessment of "advanced" or "level 2" or "good" for foreign language certification at the elementary or secondary school appointments.[27]

Despite the fact that a few students may achieve a near "native" (distinguished proficiency/4) or "native" (bilingual proficiency/5) rating for an African language, of those who do, few are hired. Traditionally, U.S. universities hire first, second, or third African language speakers from Africa who may or may not rate a "native" speaker's score. Frequently, these African employees lack language pedagogical training and familiarity with the U.S. educational system and post-secondary students -- both critical factors for a strong program.

Language maintenance. Student and instructor maintenance of language skills often lapses. No advanced teacher immersion programs are available to maintain instructor or other faculty skills. No universities have African language houses or language rooms where students and faculty can immerse themselves in a major language and its culture. Only a few students who obtain a FLAS fellowship receive a guarantee of support for additional years. Moreover, only certain languages have fellowship authorization. Furthermore, the U.S. Department of Education can change the

languages of fellowships without notice. Unlike many state requirements for K-12 language instructors, no language, culture, or pedagogical recertification is required of post-secondary African language instructors.

Supervision. Although most ASCs appoint "language coordinators," few of these faculty members have training in supervision or language policy. The coordinator is typically a faculty member trained in linguistics seeking tenure or promotion.[28] Rarely do these coordinators receive release time to perform the supervisory duties. As a group, ASCs language coordinators are not clear on what responsibilities this position includes. The application of a minimum of six classroom observations is rare. Therefore, coordinators provide little pedagogical training for new instructors or collaboration with tenured faculty.

Small enrollments and attrition. As a result of these limitations at the college level, instructors experience small enrollments and acceleration of student attrition. Generally, African language university courses attract small class enrollments. Without regularly specified enrollments, department chairs are reluctant to hire permanent instructors. A faculty instructor who has not secured a sufficient number of students cannot hire a TA, which would provide employment for a graduate student. As a result these faculty members must recruit an informant to work independently with students, work overtime through an independent study arrangement, or cancel the course.

Under these conditions, the instructors cannot conduct in-class or across-program studies. The sample size is too small for quantitative research.

Attrition of students is also a serious problem. At many ASCs a large attrition rate occurs following the second semester/quarter and second year. Few of the first semester students of African languages ever complete the one- or two-year language requirement for the bachelor's degree. Graduate advisors frequently belittle the language program and discourage their advisees from completing the three-year sequence. These advisors admonish graduate students from committing so much time to courses not required by the student's department. This situation destroys a three-year language program necessary for any substantial language proficiency and eventual employment skills. Although some universities in the past increased their enrollments through inflated grade assessment, enrollment statistics[29] indicate this condition is not prevalent in the 1990s. The final result of lack of institutional support is the devaluation of African languages.

Lack of Articulation

Because the twelve ASCs consider their programs the only serious ones in the U.S., they have developed few linkages. This attitude is evident in the lack of collaboration with language instructors, with African missions, and with ethnic communities.

Other departments. Instructors of African languages rarely consult with Africanist faculty members on their own campus concerning language programs and expectations. It is not unknown

for a language instructor to be hired based on excellence in literature or linguistics and not on an instructors excellence in teaching language nor the need for an African language to support area foci. Likewise, instructors of African languages, affiliated with the extension programs, rarely have contact with those instructors on the main campus.

Frequently, the area studies faculty fail to support the language offerings since they feel the language instruction does not contribute to their students' research or department requirements. Often these Africanists have not obtained a proficiency level necessary for research nor maintained their own language skills. Futhermore, many Africanists avoid regular visits to their research target country/region and thus lose any language familiarity which they might have acquired. Consequently, the institutional role models of language excellence are absent.

Other U.S. institutions. African instructors at the university level have no substantial secondary programs from which to draw students. Although most major school districts do offer Arabic or Swahili, few university faculty cooperate with them.[30] Furthermore, few African language instructors know about the variety of language programs offered at the post-secondary level in the public, private, and governmental sector. Few Africanists hold memberships in professional language organizations. Thus, articulation vertically and horizontally is minimal.

African country instructors. Collaboration with language instructors in Africa is frustrated by difficulties of travel and

communication. Few faculty members are prepared to exchange positions or conduct joint research. Without the target language country connection, many teaching materials lack authenticity.

Government missions. Because of the economic situation of African governments, U.S. African language instructors have little support from target language governments. Few African embassies or permanent missions can offer a language program similar to Alliance Française or the Goethe Institute. Since most embassies prepare tourist information in European languages rather than the target language, authentic materials are unavailable.

U.S. ethnic communities. Although Oriotunji Village in South Carolina promotes Yoruba culture, generally, the U.S. does not have recognized African ethnic communities. Arabic communities do exist throughout the U.S., but most of these include only Egyptian North Africans while other North African nationals are dispersed. In contrast, the Arabs of Asian heritage have created schools, lobby groups, radio stations, television stations, religious centers, and newspapers; Detroit, Los Angeles, Falls Church, and Toledo are examples.

Recommendations

ASCs must stop operating in a crisis mode of orientation. Africanists must reduce these above mentioned limitations and nationally reform their language programs.[31] Africanists must adapt an ideology which considers language acquisition in terms of class, age, gender, and race not merely as a means to receive

federal funding. Commonly taught language models can provide merely a reference point for implementing these reforms.[32]

(Appendix A)

It will be painful to deconstruct theories, methodologies, and practices of the previous thirty-five years. Administrators and instructors most assuredly will progress through a transition continuum which includes denial of language program failure; resistance to changes in curriculum, in teacher credentials, and in textbooks; exploration of new ideas in methods and materials; and eventual team (by university and language group) commitment to participation in the national language profession. This reform initiative must include these five components of change: a vision (mission statement), a set of specific skills, program incentives, improved resources, and an action plan timeline[33] to achieve a viable national African language policy. Without all five components, reform will not succeed and the results will languish in confusion, anxiety, minimal change, frustration, and false starts. This section focuses specifically on establishing a framework, obtaining institutional support, and developing associations.

Framework or Guidelines for each Language

A long-term national framework for instruction is critical to achieve language teaching continuity. This framework must state goals and theories of each regularly taught language which include: standards for instructors, standards for evaluating the instruction

and students, standards for the training of instructors, and standards for the support and development of instruction.

(Appendix B)

Regular, three-level sequenced language offerings. Each university should regularly offer three or four major languages with three levels annually. If a language cannot be offered on a regular basis, it should not be reported or advertised. A permanent, trained instructor should be responsible for each language sequence. ASCs should offer language courses for sufficient time to enable students to achieve an advanced or superior assessment in order to meet state and federal employment requirements. To achieve this time requirement, ASC might augment their own programs consisting of 5 instructional hours per week for Category I languages and 7 instructional hours per week for Category II-IV languages (most African languages) by incorporating immersion institutes and overseas sessions. This strategy would allow students the potential to acquire an advanced proficiency. If these criteria cannot be met, ASC publications and reports must clearly indicate all limitations for major language programs and specify ad hoc or irregular language courses. (Appendix C)

Proficiency guidelines. All advertised languages must have guidelines for instructional uniformity at each level. African language instructors should immediately approve and publish proficiency guidelines for the following major languages listed by the CIE based upon Title VI proposals, Center for Applied Linguistics, and the Society of Applied Linguistics: Afrikaans,

Amharic, Arabic, Bamana, Hausa, Lingala, Shona, Swahili, Wolof, Yoruba, and Zulu. Other languages should be considered for guideslines are Somali, "Akan," and Nyanja. These guidelines should indicate goals for novice, intermediate, advanced, and superior level instruction.

Nationally distributed guidelines. American Council on the Teaching of Foreign Languages (ACTFL) should circulate these guidelines as it does for guidelines of other languages including Arabic. This process will enable new teachers and program administrators to obtain the most recent publications and resources.

Advanced level curricula. Instructors should develop advanced language materials for the major languages based upon communicative competence using authentic materials. The definition of advanced level materials must be based on guidelines. (Appendix D)

Immersion programs. Each major language instructor should collaborate with colleagues in the U.S. and in the target language country to develop an immersion summer program for advanced students. Initially, instructors should negotiate for an affiliation with Middlebury College where summer immersion programs are successful or with CIE funded group projects abroad. These programs must have open recruitment and not be limited to Title VI ASCs.

Proposal. Language group instructors should submit joint proposals annually to secure funding to conduct research, develop programs, train teachers, assist graduate students, and gather

language program data. The responsibilities of administering these grants should rotate among the language instructors. To familiarize themselves with the activities of other language teachers, Africanists should seek positions as readers of proposals for various funding organizations. (Appendix B/L)

Institutional Support and Training

Since pedagogical training for communicative competence is a CIE charge, all instructors should obtain methodological and supervisory training for developing advanced level programs. Language instructors must have not only knowledge of language acquisition theories and methods, but also the demonstrated ability to apply these theories to the specific African language which they teach. Rivers[34] outlines 19 factors crucial for college language instruction and program implementation. As language programs become institutionalized, interdisciplinary collaboration is critical for both students and instructors.

College methods. At most colleges and universities, methods courses for the commonly taught languages are available in the College of Letters and Science or the School of Education. For example, at the University of Wisconsin, Africanists could obtain training through 16 different courses. To insure quality, no administrator should hire language instructors to teach without recent pedagogical training. (Appendix E)

Supervision. Language coordinators and senior faculty should become familiar with supervision and mentoring techniques in contrast to "inspection."[35] According to Waltz, this training

should include 14 different duties.[36] Africanists should collaborate with other language coordinators (by language as well as cross language) in executing these responsibilities. This collaboration can develop procedures for faculty evaluation, observations, TA methods courses, overseas programs, professional organizations, and use of technology. These administrative, teaching, and research activities solidify the African language profession. (Appendix F)

Certification. In order to improve the quality of instruction, certification standards need to be developed for faculty, staff, TAs, and informants. Doctoral students of ASCs should demonstrate their African language competence by the minimum proficiency (advanced) in listening, speaking, reading, writing, and cultural skills in a major language.

Several organizations have endorsed a foreign language teacher education program which will verify competency standards for certifying teachers at all instructional levels, including TAs.[37] The Wisconsin Department of Public Instruction[38], for example, provides a 5-year certification model which includes requirements for five language skill proficiencies, training in linguistics, regular overseas experience, target language as medium of instruction, and assessment. Wisconsin has drafted K-12 teacher certification programs in collaboration with the School of Education for Arabic, Hausa, Swahili,[39] and Yoruba. These drafts require approval of the Department of African Languages and Literature for implementation. (Appendix G)

Doctoral language degree. To support research and teaching of African languages, departments offering African languages should create an option for advanced degrees in African language acquisition which includes pedagogical training and a teaching component as performed in an Africa language. (Appendix H)

Interdisciplinary collaboration. Instructors of African languages cannot view their courses in isolation. As defined in the NDEA 1958, funded language courses must correlate with the area studies courses. Therefore, to support the faculty and students' research foci, ASC directors and department chairs are responsible for coordinating language offerings with language-related area courses. Moreover, they should explicitly hire area faculty who teach content that strengthens the language offerings. Subcommittees of faculty having language proficiency and research experience in the target language country/region must organize course offerings throughout the university rather than only in the college of letters and science. This interdisciplinary concentration is critical for thorough research and teaching preparation not only of students but also for maintaining faculty and staff skills. (Appendix I)

Association Obligations

Professional associations such as the African Studies Association (ASA), American Association of Teachers of Arabic (AATA), Association of African Studies Programs (AASP), and African Language Teachers Association (ALTA) and the ASC should encourage, promote, and provide leadership for program changes of African

language instruction. These associations are a conduit for disseminating information concerning accurate, current descriptions of instructors and programs. To further help, these associations could define the profession through licensure and hiring standards. As a unified voice, the associations articulate goals, develop materials, and monitor practices in the community, state, and national arena. (Appendix J)

Affiliation with language organizations. AATA and ALTA members should join the American Council on the Teaching of Foreign Languages (ACTFL), collaborate on various sub-committees, and publish refereed articles. Members must seek recognition for these articles from universities for tenure and promotion. Africanists need to participate in state and regional language associations not only to build contacts, but also to generate innovative teaching ideas. Graduate students should be encouraged to give papers on language teaching topics.

Journals and newsletters. Both AATA's *Al-ʿArabiyya* and ALTA's *Lugha* should include research articles, textbook reviews, instructional materials, goals and strategies for teaching language and literature, and for discussing issues relevant to language teaching and learning. A subcommittee should regularyly document data on enrollments, proposals, and curriculum development. Furthermore, these two newsletters could print a job listing to inform members of langauge teaching and research positions.

Endowment. An AATA and ALTA endowments should assist in professional development and conference attendance. This money

would support students and faculty members to attend workshops, collaborate on projects, and secure certification in proficiency assessment. The endowment could award members for teaching and research excellence. Members seeking language maintenance of communicative competence and professional standards might apply for this money. (Appendix K)

Language competence. Members of African organizations must promote language use. ASA could encourage panel presenters to deliver papers in a major African language. To promote communication around the world in the target language, each language group might develop an electronic computer bulletin board.[40] When ASCs hold a regional conference, language faculty could arrange for speakers of major African languages to attend language classes. Finally, authentic language media should be integrated into the language program. (Appendix L)

Although the problems of African language instruction have existed over thirty-five years, the solutions are in the hands of the African language teachers and their respective administrators. They must pursue urgently these recommendations during the remaining six years of this decade in partnership with "America 2000." The academic community can no longer marginalize African language instructors. In a time of dwindling federal and state funding, the African language programs must be effective and efficient for students of all levels, not just the highly motivated graduate student. The professionalization of teachers of African languages includes not only the utilization of government funds,

but also the wisdom to plan a language framework, to develop institutional support and training, and to share research and experiences with colleagues at professional associations. This cross-fertilization of ideas will generate quality programs and enrich teachers of African languages. (Appendix M)

Conclusion

In an effort to understand the prccess of professionalizing teachers of African languages, this paper describes the legislation which funds the ASCs' language programs. The paper reviews the teaching and research limitations for African language instructors. It concentrates on the need for an appropriate national conceptual framework, reliable funding, articulation, and institutional program design. Finally, the paper recommends specific action for change. The African language profession will evolve only when administrators together with their faculty and staff, recognize language instruction and research as a serious career and legitimate occupation.

5 August 1993

Notes

1. The following Africanists read this paper and made suggestions: Patrick Bennett, Eyamba Bokamba, Robert Brandstetter, David Dwyer, Kathryn Green, Thomas Hinnebusch, Lioba Moshi, Jan Vansina, and Anne Lessick-Xiao. The National Foreign Language Center funded this research.

2. Parker, W. R. (1966) *The language curtain and other essays on American Education*, p. 115. New York, NY: Modern Language Association. Reprint from The language curtain. *School and Society*, 78 (31 October 1953): 129-133.

3. Schrier, L.L. (1993) Prospects for the professionalization of foreign language teaching. In G. Guntermann (ed.), *Developing Language Teachers for a Changing World*. Lincolnwood, IL: National Textbook Company.

4. Bordie, J.G. (1960) *National Conference on the teaching of African languages and area studies*. Washington, DC: Georgetown University. Bennett, P.R. (1969) The changing role of African language studies in the United States. *Journal of African Languages*, 8/3:169-182. Thompson, R.T. (1971) Modern foreign language teaching in the uncommonly taught languages. In D. Lange, (ed.) *Britannica Review of Foreign Langauge Education*. New York: Continuum. Twarog, L.I. (1980) Report of the task force on the less commonly taught languages. A national Ten-year plan for teaching and training in the less commonly taught languages. In R.I. Brod, (ed.) *Language Study for the 1980s: Reports of the MLA-ACLS Language Task Forces*. New York: Modern Languages Association. McDonnell, L.M. et.al. (1983) *Federal support for training language and area specialists: The education and careers of FLAS fellowship recipients*. Rand Publication Series R-3070ED Santa Monica, CA: Rand Corporation. Newman, R.M. (1985) *Proficiency goals in African Languages with specific recommendations for Hausa, Lingala, and Swahili*. Bloomington, IN: Indiana University, African Studies Center/ Department of Linguistics. Bennett, P.R. (1985-draft) New trends in African language studies. Madison, WI: University of Wisconsin, Department of African Languages and Literature. Schuh, R.G. (1988-draft) African language teaching and research iin Europe and North Africa. Boston, MA: Conference papers 19th Annual African Linguistics.

5. Fox, M.J. (1979) Indiana language program and Washington foreign language program. In J.A. Perkins (ed.), *President's commission on foreign language and international studies: background papers and studies*. Washington, DC: Government Printing Office. Jakobovitz, L. & Gordon, B. (1974) *The context of foreign language teaching*. Rowley, MA: Newbury House.

6. Since 1990, the University of Wisconsin as offered departments the option of developing any combination of research, teaching, administration, and outreach for tenure and promotion. To date, Wisconsin's Department of African Languages and Literature has maintained the traditional focus on research publications for merit raises. Of the department ten faculty members, all but one is tenured. (Conversation July, 1993 with Jan Vansina - founder of the Department.)

7. Reauthorizations, reenactments, amendments of the NDEA are in the Higher Education Act 1965 PL 85-864, Higher Education Act 1980 PL 96-374, Higher Education Act 1986 PL 99-498, Higher Education Act 1987 PL 100-50, and the Higher Education Act 1992 PL 102-325. U.S. Code 20, Ch. 28 International Programs §1122-25 (Higher Education) and §3001-6 (Foreign Language Assistance); Legislative History Subchapter VI--Interntional Education Programs.

8. Thompson, R. (1985) Secretaries discretionary program for mathematics, science, computer learning, and critical foreign languages. *Federal Register*, 50/72 (Monday, 15 April): 14743-4.

9. Currently, these universities are national resource centers for African language inatruction: Boston University, University of California-Berkeley, University of California-Los Angeles, Cornell University, University of Florida, University of Illinois, Indiana University, Michigan State University, Ohio State University, Stanford University, University of Wisconsin, and Yale University. The next 3-year proposal competition is November, 1993.

10. Less commonly taught languages are all languages other than French, German, Latin, and Spanish.

11. Canale, M. and Swain, M. (1980) Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1: 1-47. See also: Hymes, D. (1972) On communicative competence. In J.B. Pride & J.Holmes (eds.), *Sociolinguistics*. Harmondsworth, England: Penguin Books. Savignon, S.J. (1983) *Communicative competence: Theory and classroom practice -- Texts and contexts in second language learning*. Reading, MA: Addison & Wesley.

12. Schneider, A.I. (1979) NDEA centers: How they use their federal money. In J.A.Perkins (ed.), *President's commission on foreign language and international studies: Background papers and studies*. Washington, DC: U.S. Government Printing Office. Jamie Draper (1992) "Rhetoric and Reality: A comparison of Congressional and project outcomes in federally-funded foreign language education programs." (ACTFL/NFLC) research for paper. Data gathered from the Center for International Education, Department of Education in 1992.

13. ACTFL. (1989) Arabic Proficiency Guidelines. *Foreign Language Annals*. 22/4: 373-92.

14. Newman, R.M. (1985) *Proficiency goals in African languages with specific recommendations for Hausa, Lingala, and Swahili*. Bloomington, IN: Department of Linguistics.

15. Dwyer, D. (1980) *African languages in the 1980s: Direction and Priorities*. East Lansing, MI: Michigan State University, African Studies Center. Dwyer, D. ed. (1986) *The Design and Evaluation of African Language Learning Materials*. East Lansing, MI: Michigan State University, African Studies Center. Dwyer, D. (1991) *African language teaching in the United States Directions for the 1990s*. East Lansing, MI: Michigan State University, African Studies Center.

16. University of Hawai'i (Asian Languages), Georgetown University/CAL Center, and San Diego State University.

17. Hammadou, J.A. (1993) Inquiry in language teacher education. In G. Guntermann (ed.), *Developing Language Teachers for a Changing World*. Lincolnwood, IL: National Textbook Company.

18. Hosenfeld, C. (1979) A learning-teaching view of second language instruction. *Foreign Language Annals*, 12.

19. Lather, P. (1991) *Getting smart: Feminist research and pedagogy within post-modernism*. New York: Routledge. Smith, J. (1990) *The conceptual practices of power, a feminist sociology of knowledge*. New York: Routledge. Apple, M.W. (1990) *Ideology and curriculum*. New York: Routledge.

20. Discussion with the Wisconsin department language supervisors verifies that they welcome African language instructors to participate in August workshops or courses. Benjamin Rifkin (UW-Slavic Languages), Charles James (UW-German), Sally Magnan (UW-French), Ellen Rafferty (UW-South East Asian Languages), and Akira Miura (East Asian Languages). My data from African language TAs supports this

recommendation. Rava, S. (1987) Teaching assistants. *ADFL Bulletin*, 19/1: 26-27.

21. The NEA (Higher Education) and the Association of American Colleges strongly recommend a graduate curriculum which integrates teaching duties and training. *The next generation: Preparing graduate students for the professional responsibilities of college teachers*. Washington, DC: AAC.

22. Thompson, I., Thompson, R.T., & Hiple, D. (1988) Issues concerning the less commonly taught languages. In P. Lowe, Jr. & C.W. Stansfield (eds.), *Second language proficiency assessment: Current issues. Language in education: Tehory and Practice, No. 70*. Englewood Cliffs, NJ: Prentice-Hall or Washington, DC: Cener for Applied Linguistics.

23. Thompson, R.T. & Johnson, D.E. (1988) Proficiency testing in the less commonly taught languages. *ERIC Digest* (December). Washington, DC: Center for Applied Linguistics. Stansfield, C.W. & Kenyon, D.M. (1990) *Development of semi-direct tests of oral proficiency in Hausa, Hebrew, Indonesian, and Portuguese*. Washington, DC: Center for Applied Linguistics.

24. Lange, D.L. (1990) Assessing language proficiency for credit in higher education. *ERIC Digest* (EDO-FL-90-02 September). Washington, DC: Center for Applied Linguistics.

25. These associations and organizations now collaborate in developing assessment instruments - American Council on the Teaching of Foreign Languages, Foreign Language Institute (Dept. of State), Interagency Roundtable (government agencies which teach languages - CIA, FSI, NSA, DLI, PC), Educational Testing Service, and Modern Language Association.

26. Lowe, P. (1982) The U.S. government's foreign language attrition and mainenance experience. In R. Lambert and B.F. Freed (eds.), *The Loss of Language Skills*. Rowley, MA: Newbury House Publishers. Trammell, R.L. (1991) Can the ACTFL proficiency guidelines be used for reading-for-research courses? *ADFL Bulletin*, 23/1: 14-21.
(ACTFL) Professional Proficiency - Superior/3 - Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that speaker rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturbe the 'native' speaker.

27. Lange, D.L. (1991) Implications of recent reports on teacher education reform for departments of foreign langauges and literatures. *ADFL Bulletin*, 23/1: 27-34.
(ACTFL) Limited Working Proficiency - Advanced/2 - Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, can handle limited work requirements, can get the gist of most conversations on nontechnical subjects, can use vocabulary sufficient to respond simply with some circumlocutions, accent is intelligible, and can usually handle elementary constructions quite accurately.

28. Harris-Schenz, B. (1993) Between a rock and a hard place: The position of the language program coordinator. *ADFL Bulletin*, 24/2:45-50. Lalande, J.F. II (1991) Redefinition of the TA supervisor-language-program coordinator position into the lecturer series: A sensible idea? *ADFL Bulletin*, 22/2:15-18. Teschner, R.V. (1987) A profile of specialization and expertise of lower division foreign

language program directors in American universities. *Modern Language Journal*, 71/1:28-35.

29. Modern Language Association enrollment statistics for Arabic and Swahili.

30. Goodman, D. (1991) *Directory of U.S. Elementary and secondary schools teaching Arabic, Chinese, Japanese, Russian*. Washington, DC: Friends of International Education, Institute for Crucial Languages. Kuntz data collection for Hausa, Swahili, Wolof, and Yoruba.

31. Popkewitz, T. (1991) *A political sociology of educational reform*. NY: Falmer Press.

32. Magnan, S.S. (ed.) (1991) *Challenges in the 1990s for college foreign language programs*. Boston, MA: Heinle and Heinle. Modern Language Association. (1986) Recommendations of the Commision on Foreign Languages, Literatures, and Linguistics. *Profession 86*. New York, NY: Modern Language Association. Brecht, R.D. & Walton, A.R. (1993-draft) Second language learning framework. (Paper presented at the Pramatics and Language Learning Conference, University of Illinois, 1 April) Washington, DC: National Foreign Language Center.

33. Joiner, E.G. (1993) Reflecting on teacher development [Lippitt, M. (1987) Management complex change. Bethesda, MD: Enterprise Management, Ltd.] Figure 8-1, (p. 207). In G. Guntermann (ed.), *Developing Lnaguage teachers for a changing world*. Lincolnwood, IL: National Textbook Company.

34. Rivers, W.M. ed. (1992) *Teaching languages in college: Curriculum and Content*. Lincolnwood, IL: National Textbook Company. See also -- Garfinkel, A. & Hamilton, S. eds. (1976) *Designs for foreign language teacher education.*, Rowley, MA: Newbury House.

35. Gebhard, J.G. (1990) The supervision of second and foreign language teachers. *ERIC Digest* (November). Washington, DC: Center for Applied Linguistics. Knop, C.K. (1980) The supervision of foreign language teachers. In F.M. Grittner (ed.), *Learning a second language: Seventy-ninth yearbook of the National Society for the Study of Education, Part II*. Chicago, IL: University of Chicago Press. Richards, J.G. & Nunan, D. (eds.) (1990) *Second language teacher education*. New York, NY: Cambridge University Press.

36. Waltz, J. (1993) *Development and supervision of teaching assistants in foreign languages*. Boston, MA: Heinle and Heinle.

37. Knop, C.K. (1991) A report on the ACTFL summer seminar: Teacher education in the 1990s. *Foreign Language Annals*, 24/6: 527-532. See also: Appendix: ACTFL provisional program guidelines for foreign language teacher education. In G. Guntermann (ed.), *Developing language teachers for a changing world*. Lincolnwood, IL: National Textbook Company.

38. Wisconsin Administrative Code, Register, April 1988, No. 388/70:32-33. Bureau for Teacher Education, Licensing and Placement.

39. Between 1987 and 1993, Wisconsin's African Studies Outreach Program has coordinated nine courses for K-12 Swahili instruction. None of the instructors held a license for instruction of Swahili. See: Kuntz, P.S. (1993) Habari za Kiswahili: The history of Swahili instruction in Madison Wisconsin -- The K-12 initiative. ERIC. Washington, DC: Center for Applied Linguistics.

40. Wisconsin African Studies Program sysops the Swahili-L (distribution list) for people literate in Swahili [swahili-l@macc.wisc.edu]. The Middle East Studies Program at Brigham Young University provides Arabic-L for discussions of Arabic instruction in English or transliterated Arabic [arabic-l@byu.edu]. Boston University hosts a Berber board [amazigh-net@engcd.bu.edu].

Appendix A

Questions[1] for African Language Planning at Title VI - NRCs

The following questions are addressed to the administrators of HEA, NRC Title VI African language programs and their respective instructors of African languages.

- What considerations will foster a standardization of the many African language curricula to produce a cross-disciplinary focus that will help undergraduate students prepare for the multicultural society/world?
- How is the expertise of other discipline faculty members integrated in to the research program of graduate students of African languages?
- What are the local limitations to an interdisciplinary African language program?

- How do instructors of African languages intend to modify their attitudes, their administrators', and those of their students to allow them to teach an African language as a subject and not an object of study?

- How do instructors of African languages plan to help learners use their individual differences to maximize the acquisition of an African language?

- What issues are necessary for resolution in order to agree on a standard for each major African language/(culture) taught on a regular 3/2-level basis?
- What is the process to be used to arrive at such standards?
- Who will contribute and who will be responsible for the dissemination of these standards?
- Why is this process more beneficial than others or none?

- From a social, economic, cultural, political perspective, what are the purposes for teaching various African languages?
- What is the optimum language offering for a NRC Title VI African Studies Center?

- In what ways are future educational and economic opportunities associated with African languages and their respective cultures?

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[1]Adapted from Tedick, D.J., Walker, C.L., Lange, D.L., Paige, R.M., & Jorstad, H.L. (1993) Second Language Education in Tomorrow's Schools. In G. Guntermann (ed.), *Developing Language Teachers for a Changing World*. Lincolnwood, IL: National Textbook Company.

- How do Title VI NRC administrators and instructors of African languages value the target language and cultural knowledge of recent immigrants?
- How do the African language program preserve this heritage and contribute to the U.S. multicultural and multilingual society?

- As language professionals, how do instructors of African languages diminish the pervasive underachievement of minority students?

- What are the limitations of instructors (U.S. trained and naturalized citizens) able to make curricular decisions that fit the cultural education in the U.S.?
- Who should prepare curricular materials?
- How frequently should these materials be up-dated?

- How can reform movements which stress assessment and accountability be compatible with the goals of Title VI and NRC universities?

- How does a reflective, critical, inquiring orientation by instructors contribute to more appropriate learning of African languages for students?
- What difference can such an orientation make to the development of students to communicate in the African language and understand their own culture viz a viz the target culture?

- What is the most important aspect of African language instruction in the K-12 level?
- To what extent do Title VI NRCs have a responsibility to train potential teachers for K-12 teaching positions?
- Since African content for the most part is ignored in the reform movements within the foreign language, ESL, and bilingual community, who or what entity brings the African viewpoint to the profession to participate in implementing standards for teacher development?

- By what means are currently licensed teachers socialized and helped to understand and implement African languages and cultures?
- What dispositions need to be addressed and what program characteristics need attention to attract, retain, and graduate more minority students as instructors of African languages?
- How can African language, foreign language (commonly taught and less commonly taught), ESL, bilingual educators begin to collaborate in a more systematic fashion?

Appendix B

Framework of U.S. Approved Critical African Languages Regularly Taught at Title VI Centers 3-Year Program (Data 1984-93)[2]

The following languages represent the most frequently reported languages offered at Title VI African Studies Centers.

	Afrikaans	Amharic	Arabic	Bamana	Hausa	Lingala	Shona	Swahili	Wolof	Yoruba	Zulu
# ASC/MESC[3]	5	5	12/14	8	8	5	7	12	6	9	9
FLAS Languages		x	x	x	x	x	x	x	x	x	x
Summer Prog. @ ASCs		x	x	x	x	x	x	x	x	x	x
ASC-1st Priority		x	x	(x)	x	x	x	x	x	x	x
ATT-Languages		x	x	x	x			x	x	x	
DLI-Languages			x					(x)			
FSI-Languages	x	x	x		(x)			x			
NSA-Critical Lang.			x								
PCV-Languages			x	(x)	(x)		(x)	x	(x)	(x)	
Smithsonian-Lang.			(x)					x			
UN Official Lang.			x								
USDA-Grad Sch.-Lang			x					x			
Guidelines (ACTFL)			x		draft	draft		draft		draft	
OPI - Assessment			x		draft						
OPI - Testers			/5				1?			1?	
OPI - Trainer			/1								
TA Methods											
Elementary Text	(TYS)	(FSI)	/x	x	x	?	x	x	(CAL)	x	(TYS)
Intermediate Text			/x	x	x		x	x			

[2]Data collected from cited organization (12 Title VI Centers, the Center for Applied Linguistics, the Linguistic Society of America, and the U.S. Department of Education) during research appointment at the National Foreign Language Center, Washington, DC, 30 August - 24 December 1992.

[3]HEA Title VI African Studies and Middle East Studies Centers share three universities: Ohio State University, University of California-Berkeley, and University of California-Los Angeles. Representatives from these universities are include in African Studies section for the basis of this statistic.

	Afrikaans	Amharic	Arabic	Bamana	Hausa	Lingala	Shona	Swahili	Wolof	Yoruba	Zulu
Advanced Text			x		(x)					(x)	
Dictionary	x	x	x		x	(x)		x	(x)	x	
Grammar	x		x		x			x		x	
CIE-BIE											
CIE-CIBER											
CIE-DD Res. Abroad											
CIE-FLAS Fellowship		?	?	?	?	?	?	?	?	?	?
CIE-Ful. Res. Abroad			1/?					1			
CIE-GPA Prog.			/2 reg.		1			1 reg.		1	
CIE-IRSP			6	?	5			4	1	1	1
CIE-LRC								1			
CIE-Periodical											
CIE-Summer Seminar											
CIE-UFLISP			10		2		?	5		3	?
DOE-FIE											
DOE-FIPSE											
DOE-FIRST											
DOE-FLAP											
DOE-OBEMLA											
DOE-Star School											
OERI-ERIC											
OERI-FLMAP											
OERI-NCRCDSLL											
NEH-SOFL,M&T			2								
NEH-SOFL,SI			1								
NEH-SOFL,ULP			1								
DOD-NSA,FLISP			2					1			
DOD-NSEA											
CAL-Fellowship											
ETS-Intern.											
MLA-Scholar											
NFLC-Mellon Scholar			1		1			2		1	
Research Article			/x					x			
Member-AATA			12/25								

	Afrikaans	Amharic	Arabic	Bamana	Hausa	Lingala	Shona	Swahili	Wolof	Yoruba	Zulu
Member-AAUSC											
Member-ACTFL			/6			?		?1			
Member-ADFL			?3		1			?1			
Member-ALTA		2	1	2	6	2	2	14		3	
Member-ASA					2	2		4			
Member-MLA											
Instructor Maint.			/x								
Overseas-Undergrad.			10 reg.		1		6	10 reg.	4	3	
Summer Immersion			/x								
Computer Board			x					x			
Children Films			x								
Feature Films			x								
International Chan.			x								
Local Film			x					x		x	
Scola News			x					x			
BBC-Broadcasts			x		x		x	x			
Deutche Welle		x	x		x			x			
Radio France			x								
Radio Moscow	x	x	x		x			x			
Swiss Radio			x								
VOA-Broadcasts		x	x		x			x			
K-12 Classes			30					15	1	3	
Teacher Inst. Org.			4					1			
Teacher Abroad Org.			1								
NEH-Dodge FL Fellows											
NEH-Rockefeller FLF											
NEH-Sony F L Fellows											
Student Inst. Org.			2								
Student Abroad Org.			2								
K12NET/Kidsnet			x								
Teacher Cert. Prog.			1					(1?)		draft	

GRANTS FOR LESS-COMMONLY TAUGHT LANGUAGES

Center for International Education:
- Business and International Education
- Centers for International Business Education
- Doctoral Dissertation Research Abroad
- Faculty Research Abroad
- Foreign Language and Area Studies Fellowships
- Foreign Periodicals
- Group Project Abroad
- International Research and Study Programs
- Language Resource Centers
- National Resource Centers
- Seminars Project Abroad
- Undergraduate International Studies and Foreign Language

U.S. Department of Education:
- Fund for the Improvement of Post-secondary Education (FIPSE)
- Star Schools (distance education)
- Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
- Foreign Language Assistance Program (FLAP)
- Fund for the Improvement and Reform of Schools and Teaching (FIRST)
- Fund for Innovation in Education (FIE) K-12

Office of Educational Research and Improvement:
- ERIC Clearinghouse on Languages and Linguistics
- Foreign Language Material Acquisition Program (FLMAP)
- National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSLL)

National Endowment for the Humanities:
- Special Opportunity in Foreign Language - Summer Institutes
- Special Opportunity in Foreign Language - Undergraduate Language Program
- Special Opportunity in Foreign Language - Materials and Teaching

U.S. Department of Defense:
- National Security Agency - Foreign Language and International Studies Programs
- National Security Foreign Language Education Program

Appendix C

Proficiency Requirements
by
Foreign Service Institute
American Council on the Teaching of Foreign Languages
Educational Testing Services
Inter-Agency Language Roundtable

Advanced rating - 2 (FSI/ACTFL/ETS/ILR) (Limited Working Proficiency)

- Can narrate and describe in the past, present, and future.
- Can sustain long discourses. Uses circumlocutions.
- Speech and writing in paragraphs.
- Discussion on concrete topics. (biographies, life, work, feelings, instruction, current events)
- Ability to live off economy necessary for work or research.
- Able to deal with complex survival issues.
- Great sensitivity with the culture and sociolinguistic competence.
- Capable of translation and paraphrasing.
- Errors comprehensible to "natives" NOT used to dealing with foreigner.

Superior rating - 3 (FSI/ACTFL/ETS/ILR) (Professional Proficiency)

- Can handle unknown topics and situations, give opinions, hypothesize, give explanations, and detailed descriptions.
- Errors rarely interfere with comprehension or disturb educated "native" speaker.
- Strategic and discourse competency high.
- Sociolinguistic competency (register shifts) is still evolving.

	FIRST CATEGORY LANGUAGE	
Afrikaans/Swahili	Intermediate Proficiency	240 hours
Afrikaans/Swahili	Advanced Proficiency	480 hours
Afrikaans/Swahili	Superior Proficiency	720 hours
	SECOND CATEGORY LANGUAGE	
Hausa/Lingala/Wolof	Intermediate Proficiency	480 hours
	Advanced Proficiency	720 hours
	Superior	1320 hours
	THIRD CATEGORY LANGUAGE	
Amharic/Yoruba/Zulu	Intermediate Proficiency	480 hours
	Advanced Proficiency	720 hours
	Superior	1320 hours
	FOURTH CATEGORY LANGUAGE	
Arabic	Intermediate Proficiency	480 hours
Arabic	Intermediate High Proficiency	720 hours
Arabic	Advanced Proficiency	1320 hours
Arabic	Superior Proficiency	2600 hours

Sample Case 1992-93
Department of African Languages and Literature
University of Wisconsin

Swahili 3-Year Program
Category I Language

I First year - 331, 332 Swahili
110 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 165 hrs.
II Second year - 333, 334 Swahili
50 min. x 4 days/wk x 15 wks x 2 sem. (Class) = 100 hrs.
III Third year - 435, 436 Swahili
50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.
Total UW DALL Swahili program **340 hours**
(Intermediate High proficiency 360 hrs.
Advanced proficiency 480 hrs.)

***

IV Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
Total UW DALL Swahili + 1 immersion program **660 hours**
(Advanced Plus proficiency 600 hrs.)
V Fourth Year - 435, 436 Swahili (999/999)
50 min. x 3 days/wk x 15 wks x 2 sem. (Class) = 75 hrs.
Total UW DALL Swahili + immersion program + 1 yr. **735 hours**
• *Meets Wisconsin employment minimum language proficiency requirements.*
Meets the US Government employment and research minimum language proficiency requirements.

Hausa 3-Year Alternating Program
Category II Language

I First year - 361, 362 Hausa NOT OFFERED 1992-93
50 min. x 5 days/wk x 15 x 2 sem. (Class) = 125
II Second year - 363, 364 Hausa
50 min. x 4 days/wk x 15 wks x 2 sem. (Class)= 100 hrs.
III Third year - 465, 465 Hausa NOT OFFERED 1992-93
50 min. x 3 days/wk x 15 wks x 2 sem. (Class)= 75 hrs.
Total UW DALL Hausa program **300 hours**
(Intermediate proficiency 480 hrs.)

***

IV Immersion Program (Alternating Years 1990/92)
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
Total UW DALL Hausa + 1 immersion program **620 hours**
(Intermediate High proficiency 480 hrs.
Advanced proficiency 720 hrs.)
V Fourth Year 465, 466 Hausa (999/999) NOT OFFERED 1994-95
50 min. x 3 days/wk x 15 wks x 2 sem. (Class)= 75 hrs.
Total UW DALL Hausa + 1 immersion program + 1 yr.
695 hours
VI Fifth Year 465, 466 Hausa (999/999) NOT OFFERED 1996-97
• *Does not meet Wisconsin or US Government employment or research minimum language proficiency requirements.*

Yoruba 3-Year Alternating Program
Category III Language

I First year - 371, 372 Yoruba
50 min. x 5 days/wk x 15 x 2 sem. (Class) = 125
II Second year - 373, 374 Yoruba
50 min. x 4 days/wk x 15 wks x 2 sem. (Class)= 100 hrs.
III Third year - 475, 476 Yoruba NOT OFFERED 1992-93
50 min. x 3 days/wk x 15 wks x 2 sem. (Class)= 75 hrs.
Total UW DALL Yoruba program 300 hours
(Intermediate proficiency 480 hrs.)

IV Immersion Program (Alternating Years 1993/95?)
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
Total UW DALL Yoruba + 1 immersion program 620 hours
(Intermediate High proficiency 600 hrs.
Advanced proficiency 720 hrs.)
V Fourth Year - 475, 476 Yoruba (999/999)
50 min. x 3 days/wk x 15 wks x 2 sem. (Class)= 75 hrs.
Total UW DALL Yoruba + 1 immersion program + 1 yr. 695 hours

VI Fifth Year - 475, 476 Yoruba (999/999) ? OFFERING NOT CLEAR
50 min. x 3 days/wk x 15 wks x 2 sem. (Class)= 75 hrs.
Total UW DALL Yoruba + 1 immersion program + 2 yrs. 770 hours
(Advanced proficiency 720 hours)

- *Meets Wisconsin employment minimum language requirement. Does not meet the US Government employment or research minimum language requirement.*

Arabic 3-Year Program
Category IV Language

I First year - 321, 322 Arabic
60 min. x 5 days/wk x 15 wks x 2 sem. (Class) = 150 hrs.
50 min. x 2 days/wk x 15 wks x 2 sem. (Lab.) = 50 hrs.
II Second year - 323, 324 Arabic
50 min. x 5 days/wk x 15 wks x 2 sem. (Class) = 125 hrs.
50 min. x 2 days/wk x 15 wks x 2 sem. (Lab.) = 50 hrs.
III Third year - 445, 446 Arabic Reading
50 min. x 5 days/wk x 15 wks x 2 sem. (Class) = 125 hrs.
Total UW DALL Arabic program 500 hours
(Intermediate proficiency 480 hours)

***

IV Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
V Fourth year - 445, 446 (999/999) Arabic Reading
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
Total UW DALL Arabic + 1 immersion program + 1 yr. 945 hours
(Intermediate High proficiency 960 hrs.)

***

VI Immersion Program
8 hrs. x 5 days/wk x 8 wks = 320 hrs.
VII Fifth year - 445, 446 (999/999) Arabic Reading
50 min. x 5 days/wk x 15 wks x 2 sem. = 125 hrs.
Total UW DALL Arabic + 2 immersion programs + 2 yrs. 1390 hours
(Advanced proficiency 1320 hrs.)

- *Meets the Wisconsin employment minimum language requirement. Does not meet the U.S. Government employment or research minimum language requirement.*

Hypothetical Grid -- Instructor Commitment for each Class per Week at Wisconsin 4-5 credit Language Course

	Total Time	Monday	Tuesday	Wednesday	Thursday	Friday
Class I	250 min	50 min	50 min	50 min	50 min	50 min
Lab. I	200 min	A-50 min	B-50 min	A-50 min	B-50 min	
Prep. I	360 min	60 min	60 min	60 min	60 min	60 min
Assignments I	360 min	60 min	60 min	60 min	60 min	60 min
Class II	150 min	50 min		50 min		50 min
Lab. II						
Prep. II	180 min	60 min		60 min		60 min
Assignments II	180 min	60 min		60 min		60 min
Office Hours	180 min	60 min		60 min		60 min
Research	120 min		60 min		60 min	
Publication	60 min				60 min	
Lang. Main.	60 min				60 min	
Supervision	60 min				60 min	
Committee Mtgs	60 min		60 min			
Outreach	60 min		60 min			
Grants-Reader	60 min		60 min			
Prof. Dev.	60 min					60 min
Total Time	40 hours	8 hours	8 hours	8 hours	8 hours	8 hours

Appendix D

Center for the Advancement of Language Learning
U.S. Government Language Schools[4]
FSI, DLI, CIA, NCS
A Checklist for
Curriculum/Material Development

U.S. Government Language Schools and HEA Title VI funding want materials that:

1. Teach for proficiency; functional skills for use
2. Incorporate adult language acquisition theories
3. Know the specific needs, goals, and expectation of students
4. Teach language as a tool (communicative language, not a linguistics course)
5. Use authentic language (first language speakers, or materials of target language countries)
6. Focus on listening comprehension (active and passive)
7. Utilize target language situations and functions (not grammatical structures)
8. Provide opportunities for frequent practice of realistic language activities
9. Utilize communicative, information-passing, problem-solving activities as instructional strategy
10. Provide a variety of learning activities
11. Include activities for various learning styles (visual, auditory, kinesic, tactical)
12. Stretch the student slightly "I+1" small challenges
13. Have a supportive and informal tone
14. All grammar to emerge systematically from the context
15. Teach only as much grammar as is need at each step (no exhaustive study of each grammar point and exception)
16. Explain grammar with the minimum of technical terms to summarize rule (limit English)
17. Reject formal introduction of grammar and vocabulary
18. Use structural drills to focus attention only when needed
19. Includes writing at all levels of instruction
20. Reflect cross-cultural communication
21. Incorporate culture as part of language instruction (paralinguistics, values, behaviors, interpretations)
22. Contain graduated sequences meaningful and communicative activities (built on previously introduced materials)
23. Follow the concept of "spiraling"
24. States functional objectives for each lesson
25. Provides extensive resources for professional instructors
26. Provides explicit feedback for learners (answer sheet)

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[4]Critical Languages Institute, FAM, Tallahassee, FL proposal guidelines.

Appendix E

Methods Courses
University of Wisconsin-Madison

School of Education

Department of Curriculum and Instruction
- Practicum - French/ESL/Spanish/German/Japanese
- Methods - French/ESL/Spanish/German/Japanese
- Student Teaching - French/ESL/Spanish/German/Japanese
- Introduction to ESL
- Language Supervision
- Curriculum - Reading
- Skills in the Second Language
- Issues in Second language Instruction

College of Letters and Science

Foreign Language TAs 3-day Workshop on Methodology

Department of East Asian Languages and Literatures (Chen, Muira)
- Teaching Japanese as a Foreign Language
- Teaching Chinese as a Foreign Language

Department of English (TESL/TESOL/TEFL)

Department of French and Italian (Knop, Magnan, Ozzello, Schofer)
- College Teaching of French
- Issues in Methods of Teaching French

Department of German (James)
- College Teaching of German

Department of Slavic Languages (Rifkin)
- Methods of Teaching Russian
- College Teaching of Russian

Department of Spanish and Portuguese (Swietlicki)
- College Teaching of Spanish

Appendix F

Standards for a Professional African Language Instructor

	US Citizen trained at Title VI	European trained at Title VI	African (non-native) trained at Title VI	Naturalized "native" trained at Title VI	Immigrant "native" at Title VI	US Citizen trained in Europe	European trained in Europe (SOAS)	African (non-native) trained in Europe	African native) trained in Europe
Proficient African lang.	superior	superior	superior	near-native	native		?superior	?superior	?superior
Proficient Afr. Lang. Culture	superior near-native	superior near-native	superior near-native	near-native	native		superior +	superior +	superior +
Proficient School lang.	near-native	superior	superior	superior	limited		near-native	superior	novice
Proficient School culture	near-native	?superior	?superior	?superior	limited		near-native	?superior	novice
Pedagogical knowledge & FL training	superior	superior	superior	?intermediate	?intermediate		superior	?intermediate	?intermediate
Technology training	superior	superior	superior	advanced	novice		advanced	intermediate	novice
General FL knowledge	superior	superior	superior	advanced	novice		superior	intermediate	novice
Administrative skills	superior	superior	superior	advanced	intermediate		superior	advanced	novice

US Citizen = min. 1st generation American educated K-12 in US
Naturalized native = recent US citizen (resided in the US more than 10 years)
Immigrant native = recent arrival (min 1-10 years maybe permanent resident, naturalized citizen)
Title VI = federally funded research university as a national resource center offering African language at 3 levels of instruction
Non-Title VI = not federally funded research university as national resource center. May not offer 3 levels of instruction.

Standards for Instructors of African Languages

1. Native/near native (superior or above) language proficiency:
   a. listening, speaking, reading, writing, and culture - (aesthetic, sociological, semantic, pragmatic)
   b. Regular visits to target language country (every 5 yr. min.)

2. Pedagogical training expert in second/foreign language acquisition
   a. curriculum design
   b. instructional techniques
   c. supervision and teacher training
   d. assessment

3. Native/near native knowledge of language and community of students
   a. English
   b. U.S. community and U.S. educational policy
   c. previous teaching experience in U.S.

4. Superior knowledge of technology
   a. Computers - lessons, networks, wordprocessing, email
   b. Film, video, slide - development and application
   c. CD-Roms - lessons, research
   d. Satellite/cable broadcasts - courses, conferences, news broadcasts

5. Superior knowledge of general liberal arts
   a. research methodologies
      1. Qualitative (ethnography, case study -- interview, observations)
      2. Quantitative (experimental design, survey, historical, descriptive, correlative)
      3. Meta-analysis
      4. Action Research
   b. publication in journals (refereed preferred)
      1. Language Associations (Foreign Language Annals, Modern Language Journal, ADFL Bulletin)
      2. African-related (ASA-Issue, ALTA-Lugha, AATA-al-cArabiyya, Teaching & Research in African Languages)
   c. administrative (leadership)
      1. Language house, table
      2. Overseas program
      3. Newsletter
      4. professional association membership
      5. proposal writing
      6. professional language recognition
      7. effective advocates of African language profession

Standards for a Language Coordinator at Title VI African Studies Centers

1. Familiarity (intermediate proficiency) for major languages offered

2. Training in supervision
   a. class visitation program (peer/mentor program)
   b. familiarity with teaching methodologies
   c. familiarity with different supervisory strategies
   d. orientation workshop for new TAs
   e. college methods course

3. Collaboration with language coordinators
   a. African language coordinators
   b. cross-language coordinators at university
   c. state supervisor of Foreign languages
   d. cross-language coordinators at post-secondary levels

4. Administrative leadership
   a. hiring practices
   b. budget
   c. overseas programs
   d. tasks forces (district, state, federal levels)

5. Scholarship
   a. research
   b. publications

6. Membership in Organizations
   a. Association of Departments of Foreign Languages
   b. African Language Teachers Assocition
   c. American Council on the Teaching of Foreign Languages
   d. American Association of University Supervisors and Coordinators

NADSFL Guidelines
Characteristics of Effective
Foreign Language Instruction[5]

- Use of the target language extensively by teachers and students
- Communication is meaningful, purposeful activities that simulate real-life situations (communicative competencies)
- Skill-using activities (communicative) dominate class. Skill-getting (mechanical/meaningful drills) enable student to participate in skill-using activities)
- Time devoted to listening, speaking, reading, writing, and culture in each class
- Use of a variety of student groupings
- Most activities student centered
- Explicit error correction in activities which focus on accuracy
- Implicit error correction in activities which focus on communication
- Assessment (formal and informal) reflects the way students instructed
- Tasks and questions reflect a range of thinking skills
- Instruction address student learning styles
- Students explicitly taught language learning strategies
- Students expected to self-evaluate their own progress
- Teachers enable students to be successful
- Teachers establish an affective climate in which students feel comfortable to take risks and test hypotheses
- Students develop positive attitudes about the target language and culture
- The physical environment reflects the target language and culture
- The textbook is a tool and NOT the curriculum.
- The teacher uses a variety of print and non-print materials including authentic documents.
- Technology is used to facilitate teaching and learning
- Teacher engages in continued professional development in areas of language skills, cultural knowledge, and current methodology

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[5]National Association of District Supervisors of Foreign Languages. %Robert Robison, NADSFL President, Columbus Public Schools, 52 Starling St., Columbus, OH 43215

Appendix G

Teacher Certification in Arabic

DPI - REQUIREMENTS

University of Wisconsin
Proposed Certification Requirement

I. Arabic Requirements (Dept. of African Languages & Literature)

A. Culture and Civilization (choice of two) 6 cr.
   1. Islam: Religion and Culture - 370
   2. Introduction to African Lit. - 201
   3. History of North Africa - 440
   4. Introduction to Afr. Studies - 277
   5. Morocco: Folk., Cult., & Lit. - 305
   6. Civilization of Ancient Egypt - 375
   7. Traditional Middle East - 137

B. Language (all required)
   1. First Year - 321, 322 10 cr.
   2. Second Year - 323, 324 10 cr.
   3. Third Year - 445, 446 6 cr.

C. Linguistics (choice of one) 3 cr.
   1. Sounds of African Languages - 202
   2. Introduction to Afr. Ling. - 301
   3. Language in Society in Africa - 500
   4. Char. of Afro-Asiatic Language - 530
   5. Structure of Arabic - 571

D. Literature (two courses)
   1. Arabic Literature - 699 6 cr.

E. Residence in a country in which Arabic is spoken
   1. Wisconsin - Summer Program in Morocco, Mohammed V University
   2. Wisconsin - Academic, American University of Cairo, Egypt
   3. CASA - Summer/Academic, American University of Cairo, Egypt
   4. Virginia - Summer Program in Jordan, Yarmouk University
   5. ASOR - Summer Program in Jordan, University of Jordan
   6. Florida - Summer Program in Egypt, Ain Sham University
   7. Bourguiba Institute of Modern Languages, Tunisia
   8. Middlebury College, Summer Institute on Arabic
   9. Arabic Language Institute, Fez, Morocco
   10. Binghamton Univ. - King Fahd Adv. School of Trans., Morocco
   11. University of Damascus, Summer Program, Syria
   12. Arab Cultural Association, Amman, Jordan
   13. National Council for US-Arab Relations - University of Aleppo, Summer Program in Syria

II. Methods (Dept. of Curriculum & Instruction)

A. Practicum (Fall) - 24- 2 cr.
B. Methods of Teaching a FL (Fall) - 34- 3 cr.
C. Student Teaching (Spring) - 44- 12 cr.

III. General Education Requirements

A.	Foundation Courses (Ed. Psy.)	9 cr.
B.	Reading (C&I)	2 cr.
C.	Human Relations	
D.	Legal, Political, Economic Education	3 cr.
E.	Computers	3 cr.
F.	History, Philosophy of Education	3 cr.
G.	Study of the Profession	3 cr.
H.	Pupil Diversity	3 cr.
I.	Special Education	3 cr.
J.	Education for Employment	1 cr.
K.	School, Family, Community Involvement	1 cr.
L.	Children at Risk	1 cr.
M.	Pupil Services	1 cr.
N.	Creating Positive Environments	1 cr.
O.	Education and Testing	1 cr.
P.	Educational Technology	1 cr.

Teacher Certification in Hausa

DPI - REQUIREMENTS

University of Wisconsin
Proposed Certification Requirement

I. Hausa Requirements (Dept. of African Languages & Literature)

A.	Culture and Civilization (choice)		6 cr.
1.	Introduction to Hausa Culture	- ?	
2.	Islam	- 370	
3.	Introduction to African Lit.	- 201	
4.	History of West Africa	- 443	
5.	Introduction to Afr. Studies	- 277	
6.	Introduction to African Arts	- 241	
7.	African Dance (West African)	- 032	
B.	Language		
1.	First Year	- 361, 362	10 cr.
2.	Second Year	- 363, 364	10 cr.
3.	Third Year	- 465, 466	6 cr.
C.	Linguistics (choice)		3 cr.
1.	Sounds of African Languages	- 202	
2.	Introduction to Afr. Ling.	- 301	
3.	Language in Society in Afr.	- 500	
4.	African Linguistics - Tonolog	- 502	
D.	Literature		
1.	Hausa Literature	- 699	6 cr.
E.	Residence in a country in which Hausa is spoken		
1.	US DOE - GPA Summer Hausa Institute (8 wks summer)		
2.	Boston - Academic, Université de Niamey		

II. Methods (Dept. of Curriculum & Instruction)

A.	Practicum (Fall)	- 24-	2 cr.
B.	Methods of Teaching a FL (Fall)	- 34-	3 cr.
C.	Student Teaching (Spring)	- 44-	12 cr.

III. General Education Requirements

A.	Foundation Courses (Ed. Psy.)	9 cr.
B.	Reading (C&I)	2 cr.
C.	Human Relations	
D.	Legal, Political, Economic Education	3 cr.
E.	Computers	3 cr.
F.	History, Philosophy of Education	3 cr.
G.	Study of the Profession	3 cr.
H.	Pupil Diversity	3 cr.
I.	Special Education	3 cr.
J.	Education for Employment	1 cr.
K.	School, Family, Community Involvement	1 cr.
L.	Children at Risk	1 cr.
M.	Pupil Services	1 cr.
N.	Creating Positive Environments	1 cr.
O.	Education and Testing	1 cr.
P.	Educational Technology	1 cr.

Teacher Certification in Swahili

DPI - REQUIREMENTS

University of Wisconsin
Proposed Certification Requirement

I. Swahili Requirements (Dept. of African Languages & Literature)

A.	Culture and Civilization (choice)		6 cr.
	1. Islam: Religion and Culture	- 370	
	2. Introduction to African Lit.	- 201	
	3. History of East Africa	- 444	
	4. Introduction to Afr. Studies	- 277	
	5. Music Kiganda Xylophone	- 361	
	6. (Intro. to Swahili Culture	- 103)	
	7. Introduction to African Art	- 241	
B.	Language		
	1. First Year	- 331, 332	10 cr.
2.	Second Year	- 333, 334	10 cr.
3.	Third Year	- 435, 436	6 cr.
C.	Linguistics (choice)		3 cr.
	1. Sounds of African Languages	- 202	
	2. Intro. to African Linguistics	- 301	
	3. Language in Society in Africa	- 500	
	4. African Ling. - Morphology	- 503	
D.	Literature		
	1. Swahili Literature	- 699	6 cr.
E.	Residence in a country in which Swahili is spoken		
	1. US DOE - GPA Summer Swahili Institute (8 wks summer)		
	2. UF/UW Academic year Univ. of Dar es Salaam (9 months)		
	3. University of Dar es Salaam, Tanzania (8 wks summer)		
	{4. Florida-Makerere University, Uganda-Biology (8 wks summer)}		
	{5. St. Lawrence University in Kenya}		
	{6. UI Summer at the University of Egerton, Kenya}		
	{7. Simon Frazer College - Biology Semester in Kenya}		

II. Methods (Dept. of Curriculum & Instruction)

A.	Practicum (Fall)	- 24-	2 cr.
B.	Methods of Teaching a FL (Fall)	- 34-	3 cr.
C.	Student Teaching (Spring)	- 44-	12 cr.

III. General Education Requirements

A.	Foundation Courses (Ed. Psy.)	9 cr.
B.	Reading (C&I)	2 cr.
C.	Human Relations	
D.	Legal, Political, Economic Education	3 cr.
E.	Computers	3 cr.
F.	History, Philosophy of Education	3 cr.
G.	Study of the Profession	3 cr.
H.	Pupil Diversity	3 cr.
I.	Special Education	3 cr.
J.	Education for Employment	1 cr.

K.	School, Family, Community Involvement	1 cr.
L.	Children at Risk	1 cr.
M.	Pupil Services	1 cr.
N.	Creating Positive Environments	1 cr.
O.	Education and Testing	1 cr.
P.	Educational Technology	1 cr.

Teacher Certification in Yoruba

DPI - REQUIREMENTS
University of Wisconsin
Proposed Certification Requirement

I. Yoruba Requirements (Dept. of African Languages & Literature)

A.	Culture and Civilization (choice)		6 cr.
1.	Intro. to Yoruba Culture	- 230	
2.	Proseminar: Yoruba Art	- 500	
3.	Introduction to African Lit.	- 201	
4.	History of West Africa	- 443	
5.	Intro. to African Studies	- 277	
6.	Intro. to African Arts	- 241	
7.	African Dance (West African)	- 032	
B.	Language		
1.	First Year	- 371, 372	10 cr.
2.	Second Year	- 373, 374	10 cr.
3.	Third Year	- 475, 476	6 cr.
C.	Linguistics (choice)		3 cr.
1.	Sounds of African Languages	- 202	
2.	Intro. to African Linguistics	- 301	
3.	Language in Society in Africa	- 500	
4.	African Ling. - Tonology	- 502	
D.	Literature		
1.	Yoruba Literature	- 699	6 cr.
E.	Residence in a country in which Yoruba is spoken		
1.	US DOE - GPA Summer Yoruba Institute (8 wks summer)		
2.	Florida - Year at Obafemi Awolowo University (9 months)		
3.	Penn State - University of Ibadan, Nigeria (9 months/8 wks summer)		
{4.	UW/UCLA - Summer Université du Bénin, Togo (8 wks)}		

II. Methods (Dept. of Curriculum & Instruction)

A.	Practicum (Fall)	- 24-	2 cr.
B.	Methods of Teaching a FL (Fall)	- 34-	3 cr.
C.	Student Teaching (Spring)	- 44-	12 cr.

III. General Education Requirements

A.	Foundation Courses (Ed. Psy.)	9 cr.
B.	Reading (C&I)	2 cr.
C.	Human Relations	
D.	Legal, Political, Economic Education	3 cr.
E.	Computers	3 cr.
F.	History, Philosophy of Education	3 cr.
G.	Study of the Profession	3 cr.
H.	Pupil Diversity	3 cr.
I.	Special Education	3 cr.
J.	Education for Employment	1 cr.
K.	School, Family, Community Involvement	1 cr.
L.	Children at Risk	1 cr.
M.	Pupil Services	1 cr.

N.	Creating Positive Environments	1 cr.
O.	Education and Testing	1 cr.
P.	Educational Technology	1 cr.

Appendix H

DRAFT

Doctoral Program
in
African Language Acquisition

Proposed Joint
University of Wisconsin
College of Letters and Science -
School of Education

COURSES

African Languages (Arabic, Hausa, Swahili, Yoruba)
African language proficiency (superior/3)
- 3 yrs language instruction
- 1 yr literature course/seminar
- in country language immersion course

African Studies (Minor)
- 1 history appropriate for the African language
- 1 social science appropriate for the African language

Curriculum and Instruction
- 1-3 methods (elementary, middle, secondary, college)
- 2 research methods for education (qualitative/quantitative)
- 1 supervision
- 1 pre-service/in-service training
- 1 curriculum reform, sociology of teaching
- 1 American curriculum, secondary curriculum

Educational Policy Studies
- 1 Language policy & ethnicity, cultural pluralism
- 1 African educational policy, comparative education in developing countries

Education Psychology
- 1 assessment
- 3 statistics
- 1 language learning development
- 1 motivation

Linguistics
- 2 courses appropriate to the African language (tonology, dialectology)
- 1 language and culture
- 1 psycholiguistics, pragmatics

EXPERIENCE

In-country African language contact
Every 5 years in target language country/region (since 1989)

Instructor of an African Language
Adults - university/college
Adolescent - high school
Transescent - middle school
Children - elementary

Instructor of language methods course
Graduate level methods course
Graduate pre-service workshop
Undergraduate practicum/methods course

State Teaching Certificate
Foreign Language, English, English as a Second Language, Bilingual Education
Previous language teaching experience K-12

Supervision
Undergraduate teacher training program, graduate T.A. teaching program

Appendix I

Interdisciplinary Courses,
Faculty/Staff Research in Countries,
and
Overseas Programs
1990-3
Related to Major Languages[6]
at Title VI ASCs

University of California - Los Angeles
Arabic, Hausa, Swahili, (Wolof), and (Zulu) Instruction

ARABIC[7]

Courses:

Language

?First Year MSA Arabic
?Second Year MSA Arabic
?Third Year MSA Arabic
First Year Spoken Egyptian Arabic (NELC)
First Year Spoken Moroccan Arabic (NELC)

***

Courses offered through NELC

Ancient Egyptian Civilization (not Arab) (History 104)
North Africa (History 109)

Department Faculty - Research Experience in North Africa:
? Faculty association with Middle East Studies Center (Title VI)
Education
Geography - 2
Theater, Film and Television
Urban and Regional Planning

UCLA Sponsored Overseas Program:
?

U.S. DOE/CIE Sponsored Overseas Language Program:
Egypt (CASA) (academic/summer - American University in Cairo)

HAUSA

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[6]This appendix is a sample of the interdisciplinary courses offered at Title VI ASCs which correspond to languages which provide three levels of instruction. Languages offered regularly but for only two levels are in parentheses. Languages offered upon demand at one level are not included in this chart. The data are from brochures, advertisements, catalogs, and timetables. This chart is not complete since seven Title VI ASC did not respond to a request for materials.

[7]UCLA - Arabic cross-listed with the Middle East Studies Center (Title VI).

Courses:

Language

First Year Hausa (Linguistics 41)
Second Year Hausa (Linguistics 42)
Third Year Hausa (Linguistics 43)

***

Islam in Tropical Africa (History 86)

Department Faculty - Research Experience in Nigeria or Niger
Anthropology
Geography
Linguistics

UCLA Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:
Nigeria/Niger (summer infrequent)

SWAHILI

Courses:

Language

First Year Swahili (Linguistics 1)
Second Year Swahili (Linguistics 2)
Third Year Swahili (Linguistics 3)

***

Eastern Africa (History 178)
Eastern Africa: Kings, Commoners, Merchants (History 197)
Music of Uganda (Music 91)

Department Faculty - Research Experience in East Africa:
Anthropology - 5
Biology
Community Health Sciences - 2
Design
Economics
Education
Geography - 2
History - 3
Linguistics
Political Science - 2

UCLA Sponsored Overseas Program:
Kenya (? University of Nairobi)

U.S. DOE/CIE Sponsored Overseas Language Program:
Tanzania/Kenya (summer)

(WOLOF)

Courses:

Language

First Year Wolof (Linguistics 61)

Second Year Wolof (Linguistics 62)
? Third Year ?

Faculty/Staff with Research Experience in Senegal:
Linguistics
Library and Information Sciences

UCLA Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:

(ZULU)

Courses:

Language

First Year Zulu (Linguistics 7)
Second Year Zulu (Linguistics 8)
? Third Year ?

***

Composition & Society: Discourse on South Africa (English 132)
Southern Africa (History 201)
South Africa Since 1870 (History 179)
Southern African Politics (Pol. Sci. 197)

Faculty/Staff with Research Experience in South Africa:
History - 2
Linguistics - 3
Political Science

UCLA Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:

University of Florida
Arabic, (Shona), Swahili, and (Yoruba) Instruction

ARABIC

Courses:

Language	
First Year Arabic 1	(ARA 1120)
Second Year Arabic 1	(ARA 2201)
Third Year Arabic 1	(ARA 3240)
Advanced Conversation/Composition 1	(ARA 4400)
***	
Arabic Literary Heritage 1	(ARA 3130)
Structure of Standard Arabic	(ARA 4850)
Modern Islam	(REL 3938)

Faculty/Staff with Research Experience in North Africa:
African Languages and Literatures - 2
Religion

UF Sponsored Overseas Program:
Egypt (Summer - Ain Shams University)

U.S. DOE/CIE Sponsored Overseas Language Program:
Egypt (CASA) (academic/summer - American University in Cairo)

(SHONA)

Courses:

Language	
First Year Shona	(SHO 1120)
***	
History of Southern Africa	(AFH 4450)
Peoples and Cultures of Southern Africa	(ANT 6356)

Faculty/Staff with Research Experience in Zimbabwe:
?
UF Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:

SWAHILI

Courses:

Language	
First Year Swahili	(SWA 1120)
Second Year Swahili	(SWA 2201)
***	
History of East Africa	(AFH 5458)

Department Faculty - Research Experience in East Africa:
African Languages and Literatures

Political Science
History - 2

UF Sponsored Overseas Program:
Tanzania (academic - University of Dar es Salaam)
Uganda (summer - Makerere University)

U.S. DOE/CIE Sponsored Overseas Language Program:
Tanzania/Kenya (summer)

(YORUBA)

Courses:

Language
First Year Yoruba (YOR 1120)

***

Art of West Africa (ARH 3525)
Yoruba Oral Literature (YOR 4502)

Department Faculty - Research Experience in Nigeria, Benin, Togo:
African Languages and Literatures - 2
Art History

UF Sponsored Overseas Program:
Nigeria (academic - Obafemi Awolowo University)

U.S. DOE/CIE Sponsored Overseas Language Program:
Nigeria (summer infrequent)

Stanford University
Arabic, (Hausa), and Swahili Instruction

ARABIC

Courses:

Language

First Year Arabic (Linguistics 620)
Second Year Arabic (Linguistics 621)
Third Year Arabic (Linguistics 622)

Faculty/Staff with Research Experience in North Africa:
History
Linguistics

Stanford Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:
Egypt (CASA) (academic/summer - American University in Cairo)

(HAUSA)

Courses:

Language

? Not offered 1992-3
? Not offered 1992-3
? Not offered 1992-3

Faculty/Staff with Research Experience in Nigeria, Niger:
Linguistics

Stanford Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:
Nigeria/Niger (summer infrequent)

SWAHILI

Courses:

Language

First Year Swahili (Linguistics 606)
Second Year Swahili (Linguistics 607)
Third Year Swahili (Linguistics 608)

Department Faculty - Research Experience in East Africa:
Anthropology
Food Research Institute
History
Linguistics - 2
Political Science

Stanford Sponsored Overseas Program:

U.S. DOE/CIE Sponsored Overseas Language Program:
Tanzania/Kenya (summer)

University of Wisconsin
Arabic, Hausa, Swahili, and Yoruba Instruction

ARABIC

Courses:

Language

First Year Arabic (African 321/322)
Second Year Arabic (African 323/324)
Third Year Arabic (African 445/446)

Religion

Islam: Religion and Culture (South Asian 375, introduction)
?Introduction to Sufisum (South Asian 444, not recently offered)
?Civilization of Ancient Egypt (Classics 370, not Arab society, offered once every ten years)

History

?Morocco: Folklore, Culture, & Literature (African 305, summer overseas program, not offered 1993)
? History of North Africa (History 440, currently not offered)

***

Characteristics of Afro-Asiatic Languages (Africa 530)
?Traditional Middle East: Soc., Pol., Cul. (History 137, limited North African content)
?The Middle East in the 20th Century (History 139, limited North African content)
The Modern Arab World (History 371, some North African content)
The Middle East in World Affairs Since 1900 (History 375, some North African content)
Nationalist Movements in the Near East and North Africa (History 530, some North African content)
Seminar in Problems of Islamic History (History 858, some North African content)

Department Faculty - Research Experience in North Africa:
African Languages and Literature - 2
Classics
History - 3
Land Tenure Center
Music
Environment, Textiles, and Design

UW Sponsored Overseas Program:
Egypt (academic - American University of Cairo)
Morocco (summer - Mohammed V University)

U.S. DOE/CIE Sponsored Overseas Language Program:
Egypt (CASA) (academic/summer - American University in Cairo)

HAUSA

Courses:

	Language
First Year Hausa	(African 361/362)
Second Year Hausa	(African 363/364)
Third Year Hausa	(African 465/466)

***

Seminar in Hausa Literature	(African 930, infrequent course)
History of West Africa	(History 443)

Department Faculty - Research Experience in Nigeria/Niger:
African Languages and Literature
Curriculum and Instruction
Educational Policy
Political Science

U.S. DOE/CIE Sponsored Overseas Language Program:
Niger (summer infrequent)

SWAHILI

Courses:

	Language
First Year Swahili	(African 331/332)
Second Year Swahili	(African 333/334)
Third Year Swahili	(African 435/436)

***

Introduction to Swahili Culture	African 103, infrequent)
Kiganda Xylophone	(Music 361)
History of East Africa	(History 444)

Department Faculty - Research Experience in East Africa:
African Languages and Literature - 3
Agricultural Economics
Anthropology
Music
Political Science/Women's Studies
Sociology - 2
Zoology/Environmental Studies

UW Sponsored Overseas Program:
Tanzania (academic - University of Dar es Salaam)

U.S. DOE/CIE Sponsored Overseas Language Program:
Tanzania/Kenya (summer)

YORUBA

Courses:

Language

First Year Yoruba (African 371/372)
Second Year Yoruba (African 373/374)
Third Year Yoruba (African 475/476)

***

Introduction to Yoruba Language and Culture (African 230)
History of West Africa (History 443)
Proseminar: Art of the Yoruba (Art History 500)

Department Faculty - Research Experience in Nigeria, Benin, Togo:
African Languages and Literature - 2
Afro-American Studies
Art History
Soil Science

UW Sponsored Overseas Program:
Togo (summer - Université du Benin)

U.S. DOE/CIE Sponsored Overseas Language Program:
Nigeria (summer infrequent)

Appendix J

Organizational Collaboration
Language Teaching

K-12 Schools
Elementary
Middle/Junior High
Senior High/Baccelaureat
State Department of Education

Post-Secondary Institutions
Community Colleges
4-Year Colleges
Non-funded Universities
Private Language Schools
Past Title VI ASCs
USDA-Graduate School

Professional Language & Research Organizations
ACTFL
MLA
TESOL/TEFL
ADFL
NASILP
AERA
ATA
CALICO
ERIC-CLL
JNCL-NCLIS
NCSSFL
NFMLTA
AAAL
NFLC (BBS)
AACC

Language Resource Centers
Univ. of Hawai'i
San Diego State Univ.
Georgetown Univ./CAL

U.S. Government Agencies
CALL
NCS
FSI
DLI
CIA
Peace Corps
Voice of America

Less-Commonly Taught Languages Organizations
AATA
AATSEEL
CLTA
NCSSTJ
AATT
ACTR
SEASSI
ASALE
ATJ
NAPH
CTSEAL
NCOLCTL
ALTA
CLI
CARAL

Title VI
African Studies Centers
Boston University
U.C. - Berkeley
U.C. - Los Angeles
Cornell University
University of Florida
University of Illinois
Indiana University
Michigan State University
(Ohio State University)
Stanford University
University of Wisconsin
Yale University

African-related Associations
ASA
AASP
ALA-ACAL (linguistics)
ALA (literature)
ALA (librarians)

Electronic Service
ERL-l@asuacad.bitnet
ERIC-l@iubvm.bitnet
Langues@uquebec.bitnet
Multi-l@barilvm.bitnet
Russian@asuacad.bitnet
Arabic-l@byu.bitnet
SLART-l@psuvm.bitnet
Seelangs@cunyvm.bitnet
Swahili-l@macc.wisc.edu

Ethnic Communities
Atlanta - Yoruba
Detroit - Arabic
Oriotunji Village - Yoruba
Toledo - Arabic
Washington, DC - Amharic

** International **

African-related Organizations
BATA
CASA
TAFL (Egypt/Tunisia)

Government Organizations
BBC
UN
Arab League
OAU

ADDRESSES

African Language Teachers Association (ALTA)
Pres., Antonia Schleicher, Dept. of African Languages and Literature, 866 Van Hise Hall, 1220 Linden Dr., University of Wisconsin, Madison, WI 53706 (608) 262-2487 folarin@macc.wisc.edu
swahili-l@macc.wisc.edu

African Studies Association (ASA)
Exec. Sec., Edna Bay, Credit Union Bldg., Emory University, Atlanta, GA 30322 (404) 329-6410, Fax (404)
africegb@emuvm1.bitnet

American Association of Teachers of Arabic (AATA)
Exec. Dir., Dilworth Parkinson, Dept. of Asian and Near Eastern Languages, 280 HRBC, Brigham Young University, Provo, UT 84602 (801) 378-4684, Fax (801) 378-6528
parkinsond@byu.edu
arabic-l@byu.edu

American Association of University Supervisors and Coordinators (AAUSC)
Sec., Lynn Carbón Gorell, Dept. of Spanish, Italian, and Portuguese, Penn State University, University Park, PA 16802

American Council on the Teaching of Foreign Languages (ACTFL)
Exec. Dir., Edward Scebold, 6 Executive Plaza, Yonkers, NY 10701 (914) 963-8830, Fax (914) 963-1275

Association of Departments of Foreign Languages (ADFL)
Pres., Ann Bugliani, % Modern Language Association, 10 Astor Place, New York, NY 10003 (212) 475-9500

Center for the Advancement of Language Learning (CALL)
Dir., Rick Rickerson, 801 North Randolph St., Suite 201, Arlington, VA 22203 (703) 525-4367 Fax (703) 525-5186

Center for Applied Linguistics (CAL)
Dir., Charles Stansfield, 1118 22nd St., NW Washington, DC 20037 (202) 429-9292, Fax (202) 659-5641
cal@guvax.bitnet

Center for Applied Research in African Languages (CARAL)
Dir., Stanley Cushingham, 269 W. Rock Ave., New Haven, CT 06515-2130
af614@yalevm.yale.edu

Central States Conference on the Teaching of Foreign Languages
Exec. Sec., Jody Thrush, Madison Area Technical College, 3550 Anderson St., Madison, WI 53704-(608) 246-673

Consortium for Language Teaching and Learning (CLTL)
Dir. Peter Patrikis, 111 Grove St., New Haven, CT 06511 (203) 432-0590

Defense Lanaguage Institute (DLI)
Presidio of Monerey, CA 93944 (408) 647-5119

Foreign Service Institute (FSI)
Dir., Nazir Daher, African Section, 1800 N. Kent St. 720 Arlington, VA (703) 243-4855

Joint National Committee for Languages (JNCL)

Dir., David Edwards, Suite 211, 300 Eye St., NE, Washington, DC 20002 (202) 546-7855 76306.535@compuserve.com

Linguistic Society of America (LSA)
Sec., Frederick Newmeyer, Suite 211, 1325 18th St., NW, Washington, DC 20036 (202) 835-1714

Modern Language Association (MLA)
Pres., Richard Brod, 10 Astor Place, New YOrk, NY 1003 (212) 475-9500

Middle East Studies Association (MESA)
University of Arizona, 1232 N. Cherry Ave., Tucson, AZ 85721 (602) 621-5850

Middle State Association of Modern Languages
Gladys Rivera-LaScala, Language Studies Department, U.S. Navel Academy, Annapolis, MD 21402

Midwest Modern Language Association (MMLA)
Exec. Dir., Rudolf Kuenzli, 302 EPB, University of Iowa, Iowa City, IA 52242 (319) 335-0331

National Association of Self-Instructional Language Programs (NASILP)
Center for Critical Languages, Temple University, Philadelphia, PA 19122 (215) 787-1715/5233

National Council of State Supervisors of Foreign Langauges (NCSSFL)
Pres., Susan Grier, Dept. of Education, Stae Educ. Bldg 4, Capitol Mall, Little Rock, AR 72201 (501) 682-4398 Fax (501) 682-4618

National Council of Less Commonly Taught Language Organizations (NCLCTLO)
Pres., Eyamba Bokamba, Matthews St., University of Illinois, Urbana, IL 61801 (217) 333-3563 FAX (217) 244-3050 bokamba@ux1.cso.uiuc.edu

National Foreign Language Center (NFLC)
Dir., David Maxwell, 1619 Massachusetts Ave. NW, Suite 400, Washington, DC 20036 (202) 667-8100 Fax (202) 667-6907

Northeast Conference on the Teaching of Foreign Languages
Sec., Elizabeth Holekamp, 200 Twin Oaks Ter., Suite 16, S. Burlington, VT 05403 (802) 863-9939

Northeast Modern Language Association (NEMLA)
Exec. Dir., Anne Berkman, Dept. of English, East Stoudsburg University, East Strodsburg, PA 18301 (717) 424-3379

Pacific Northwest Council on Foreign Languages
Ann Tllefson, 970 North Glenn Road, Caspar, WY 82601

Peace Corps - Language Training/Library (PC)
Dir., Doug Gilzo, 1990 K St. NW, WAshington, DC (202) 606-3890

Rocky Mountain Modern Language Association (RMMLA)
Exec. Dir., Charles Davis, Department of English, Boise State University, Boise, ID 83725 (208) 385-1199 Fax (208) 385-1247

South Atlantic Modern Language Association (SAMLA)
Exec. Dir., Robert Bell, Box 6109, University Station, University of Alabama, Tuscaloosa, AL, 35486 (205) 348-

9067
South Central Modern Language Association (SCMLA)
Exec. Dir., Richard Critchfield, Department of English, Texas A&M, College Station, TX 77843 (409) 845-7041
Southern Conference on Language Teaching (SCOLT)
Lee Bradley, Valdosta State College, Valdosta, GA 31698
scolt@catfish.valdosta.peachnet.edu
Southwest Conference on Language Teaching (SWCOLT)
Mary de López, 220 Silverwood, El Paso, TX 79922
World Learning (U.S. The Experiment in International Living)
Critical Languages and Area Studies Consortium, P.O. Box 676, Kipling Rd., Brattleboro, VT 05302 (802) 257-7751 (800) 462-5272

State Foreign Language Organization, Publication, and Supervisors for HEA Title VI African Studies Center Universities

California — **UC-Berkely, UC-Los Angeles, Stanford University**
California Foreign Language Teachers Association
CLFTA News
MCLASC Newsletter: FORUM
Polyglot
Arlene Burns, Language Arts & Foreign Languages, California State Department of Education, P.O. Box 944262, Sacramento, CA 94244

Connecticut — **Yale University**
Connecticut Council on Language Teaching
COLT News
Mary Ann Hansen, Foreign Languages, State Department of Education, P.O. Box 2219, Hartford, CT 06145

Florida — **University of Florida**
Florida Foreign Language Association
The FFLA Newsletter
Gabriel Valdes, Foreign Language Specialist, State Department of Education, 444 Florida Education Center, Tallahassee, FL 32399

Illinois — **University of Illinois-Urbana**
Illinois Council on the Teaching of Foreign Languages
Illinois Foreign Language Teachers Association
ICTFL Accents
IFLTA Newsletter
Thomas Hansen, State Supervisor for Foreign Languages, Dept. N-242, Illinois State Board of Education, 100 North First St., Springfield, IL 62777

Indiana — **Indiana University**
Indiana Foreign Language Teachers Association
IFLTA News
Walter Bartz, Foreign Language Education, Indiana Department of Education, Rm. 229, State House, Indianapolis, IN 46204

Massachusetts — **Boston University**
Massachusetts Foreign Language Association
MaFLA Newsletter and Bulletin
Gilman Herber, Bureau of Equity and Language Services, Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02167

Michigan — **Michigan State University**
Michigan Foreign Language Association
Foreign Language Curriculum Program, Michigan Department of

Education, P.O. Box 30008, Lansing, MI 48909

New York **Cornell University**
New York State Association of Foreign Language Teachers
NYSAFLT News
Language Association Bulletin
Paul Dammer, Bureau of Foreign Languages Eduction, Rm. 228 EB, State Education Department, Albany, NY 12234

Ohio **Ohio State University**
Ohio Foreign Language Association
Cardinal
Humanities
Reid Baker, Foreign Language Education, Ohio Department of Education 65 S. Front Street, Rm. 1005, Columbus, OH 43266

Wisconsin **University of Wisconsin-Madison**
Wisconsin Association of Foreign Language Teachers
The Voice of WAFLT
Paul Sandrock, Foreign Language Supervisor, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707

* Regional Associations *

Central States Conference on the Teaching of Foreign Languages
Midwest Modern Language Association (MMLA)
University of Illinois
Indiana University
Michigan State University
Ohio State University
University of Wisconsin

Middle State Association of Modern Languages
Cornell University
Yale University

Northeast Conference on the Teaching of Foreign Languages
Northeast Modern Language Association (NEMLA)
Boston University

Pacific Northwest Council on Foreign Languages
? University of California-Berkeley
? Stanford University

Rocky Mountain Modern Language Association (RMMLA)

South Atlantic Modern Language Association (SAMLA)
Southern Conference on Language Teaching (SCOLT)
University of Florida

South Central Modern Language Association (SCMLA)
Southwest Conference on Language Teaching (SWCOLT)
University of California-Los Angeles

Appendix K

The African Language Teachers Association
Awards
DRAFT
Description of Awards[1]

ALTA DISTINGUISHED AFRICAN LANGUAGE EDUCATOR

Purpose: To honor members of the profession for their long term achievements and long term service to the language teaching profession. Only one such award will be given each year. It is the highest recognition that the organization can give.

Eligibility: Current ALTA member in good standing and recent retirees (current ALTA members) with a minimum of five (5) years as an ALTA member and a minimum of ten (10) years experience as an African language educator.

Selection Criteria: Eligibility, professional achievements and activities, evidence of continued professional growth, excellence in African language teaching and/or administration, service to the African language profession, service to ALTA.

ALTA CERTIFICATE OF RECOGNITION

Purpose: To recognize members of the profession who have demonstrated excellence in teaching or who have made a significant contribution to the profession.

Eligibility: Current ALTA member in good standing and recent retirees (current ALTA members) with a minimum of five (5) years as a member of ALTA and a minimum of five (5) years experience as an African language educator.

Selection Criteria: Eligibility, professional achievement and activities, and dedication to the foreign language profession.

ALTA PROFESSIONAL SERVICE AWARD

Purpose: To recognize recent retirees who have served the profession and their students in providing quality African language education.

Eligibility: Recent retiree with a minimum of five years as a member of ALTA and a minimum of ten years experience as an African Language educator.

Selection Criteria: Eligibility, dedication, and service to the African language profession.

ALTA FUTURE AFRICAN LANGUAGE TEACHER AWARD

Purpose: To recognize students in teacher-training programs or teaching assistants who show exceptional promise and potential to become outstanding African language instructors.

Eligibility: Currently enrolled in a teacher-training program or a current graduate teaching assistant.

Selection Criteria: Demonstrate interest and potential for excellence in African language instruction.

ALTA EXCELLENCE IN AFRICAN LANGUAGE STUDY AWARD

Purpose: To honor outstanding student achievement in the study of an African language.

Eligibility: A student currently enrolled in the most advanced African language course offered at the school/institution (primary through post-secondary).

Selection Criteria: Evidence of interest and excellence in African language and international studies both within and beyond the classroom.

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[1]Modeled after the Wisconsin Association of Foreign Language Teachers documents.

Welcome to Membership in

A L T A

African Language Teachers Association

Serving United States Teachers since 1987

Name
Address (home)
Telephone Number
School/Institution
Address
Telephone Number
Email Fax

All ALTA materials should be mail to home ( ) or school ( )

Primary Language		Position	Level
Afr	Man	Administrator	Elementary
Amh	Nya	Dept. Chair	Middle/Junior
Ara	Sho	Instructor	High School
Bam	Som	Lang. Coordinator	College
Che	Swa		University
Ewe	Twi		Other _____
Ful	Wol		
Hau	Yor		
Kik	Xho		
Lin	Zul		
	Other _____		

Membership Fee:
Regular - $10.00
Retired - $ 5.00
Student - $ 5.00 Signature of Professor _____
Department _____
Institution _____

Dues are for the academic year: 1 September - 31 August

Check/Money Order Payable to: ALTA % UCLA African Studies Center
Your cancelled check is your receipt.

Mail Directly to: Thomas Hinnebusch
Department of Linguistics - UCLA
Los Angeles, CA 90024-1310

Recommended potential members:

Name
Organization
Address

Name
Organization
Address

Appendix L

A Global Vision

prepared by

The Joint National Committee for Languages
National Council for Languages and International Studies

Among the problems that confront our nation is global incompetence -- failure to understand, communicate, and function effectively in an international environment.

1. Communicative mastery of a second lanugage
2. Language, culture, and literature available for grades K-16
3. Recognize the multicultural dimention in the U.S.
4. Incorporate foreign language use and international knowledge into degree programs
5. Link teacher preparation and performance to professional standards which demonstrates proficiency in language and culture
6. Enhance language teacher competence at all levels through study abroad and summer immersion programs
7. Make language and cultural studies available to students of all professions
8. Identify and develop expertise in language and cultural translation and interpretation
9. Collaborate with the private sector to develop language skills, cultural awareness, and interntional expertise

Appendix M

Timeline for Action

African Language Instructors
A National Plan

* 1993 *

Language Computer Network: Amazigh-net	January, 1993
Overseas Language Program: Yoruba	June, 1993
Textbooks: I - Yoruba	September, 1993
Framework for Major Languages Draft - NCLCTLO Hausa, Lingala, Swahili, Yoruba	October, 1993
HEA, Title VI Language & Area Studies Proposals (1994-7 academic years)	November, 1993
Published Guidelines to ACTFL - Hausa, Lingala, Swahili, Yoruba (Drafts) Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu	December, 1993

* 1994 *

Language Computer Network: Hausa-L, Yoruba-L	January, 1994
TA Methods Course - Title VI ASCs	January, 1994
Title VI African Studies Resource Centers Certificate Language Requirement	February, 1994
OPI Testers certified: Afrikaans, Amharic, Bamana, Hausa, Lingala, Shona, Swahili, Wolof, Yoruba, Zulu	May, 1994
Overseas GPA Language Program: Hausa	June, 1994
OPI Tests & Manual to ACTFL: Hausa, Lingala, Swahili, Yoruba (Drafts) Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu	September, 1994
Published Guidelines to ACTFL: Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu	December, 1994

Textbooks: December, 1994
- I - Amharic, Lingala, Wolof
- II - Afrikaans, Yoruba, Zulu
- III - Bamana, Hausa, Shona, Swahili

Computer - Video Assisted Language Instruction: December, 1994
Hausa, Swahili, Yoruba

* 1995 *

Language Computer Network: January, 1995
Bamana-L, Shona-L, Zulu-L

OPI Trainer - Arabic, Hausa, Swahili May, 1995

Overseas GPA Language Program: June, 1995
Shona

Immersion Program Middlebury College June, 1995
Swahili

Published Guidelines to ACTFL September, 1995
Afrikaans, "Akan," Nyanja, Wolof

OPI Tests & Manual to ACTFL September, 1995
Afrikaans, Amharic, Bamana, Shona, Wolof, Zulu

K-12 Teacher Certification
Arabic, Swahili, Hausa, Yoruba September, 1995

Doctoral African Language Program September, 1995
Arabic, Hausa, Swahili, Yoruba

Language Faculty Inservice Institute (1996) November, 1995
Afrikaans, Amharic, Bamana, Hausa, Lingala, Shona, Swahili, Wolof, Yoruba, Zulu

Textbooks: December, 1995
- I - "Akan," Nyanja
- II - Amharic, Lingala, Wolof
- III - Afrikaans, Yoruba, Zulu

Computer - Video Assisted Language Instruction: December, 1995
Amharic, Shona, Wolof, Zulu

* 1996 *

Language Computer Network: January, 1996
Amharic-L, Lingala-L, Wolof-L

Textbooks: April, 1996
- II - "Akan," Nyanja
- III - Amharic, Lingala, Wolof

Overseas GPA Language Program: June, 1996
Bamana, Zulu

Immersion Program Middlebury College June, 1996
Hausa

OPI Tests & Manual to ACTFL September, 1996
"Akan," Nyanja

HEA, Title VI Language & Area Studies Proposals November, 1996
(1997-2000) academic years)

Computer - Video Assisted Language Instruction: December, 1996
Bamana, Lingala

* 1997 *

Overseas GPA Language Program: June, 1997
Amharic, Wolof

Immersion Program Middlebury College June, 1997
Yoruba

7-12 Language Camp (Concordia College, MN) June, 1997
Language Camp (Russellville, AR)
Arabic

Textbook Revisions:
I - Arabic, Bamana, Hausa, Shona, Swahili

Computer - Video Assisted Language Instruction: December, 1997
"Akan," Nyanja

* 1998 *

Overseas GPA Language Program: June, 1998
?Lingala

7-12 Language Camp (Concordia College, MN) June, 1998
Swahili
Language Camp (Russellville, AR)

K-16+ Language Instructor Inservice November, 1998
Arabic, Hausa, Swahili, Yoruba

Textbooks: December, 1998
III - "Akan," Nyanja

Textbook Revisions: December, 1998
I - Afrikaans, Zulu
II - Arabic, Hausa, Swahili

* 1999 *

Overseas GPA Language Program: June, 1999
?"Akan," Nyanja

7-12 Language Camp (Concordia College, MN) June, 1999
Hausa
Language Camp (Russellville, AR)

* Grants *

DOE/NEH/USIA Grants: Writer or Reader each year from each ASC

Program Assistance
- GPA - Swahili, Yoruba, Shona, Hausa — October
- CIBR - — November
- FLAP - K-12 programs Arabic
- FIPSE - Undergraduate (teacher training) — October
- NEH - Special Projects, undergraduate prog.
- NSEA - Undergraduate study abroad, grad. programs
- OBEMLA - K-16 acquisition
- UFLISP - Undergraduate

Teacher Education/Professional Development/Certification
- NEH - Inservice (culture & authentic texts)
- FIPSE - — October
- LRC -

Technical Assistance/Support Services
- LRC - computers, video, distant education
- FIE - computers
- STAR - partnership with state agencies (Arabic)

Graduate Student Assistance
- FLAS - — November
- NSEA -

Research - assessment, technology, acquisition, methods
- IRSP -
- LRC - learning styles, cognition
- CIBER -
- NCFCDSLL - lang. acquisition (Minority students)
- Fulbright-Hays - overseas travel — October
- IECA - — August
- UAP — January

Materials Development
- IRSP - dictionaries, textbooks, grammars, readers
- FLMAP - library collections
- NEH - Special Opportunities

Data Collection
- IRSP - survey research, program planning — November
- ERIC - enrollments, textbooks